Leaders in the 21st century must make their way through the maze of market uncertainty, global competition and constant change. The Benedictine Master of Business Administration (M.B.A.) prepares students to chart their course.

With the tools of quantitative analysis, students will assess business risks and strategic alternatives. Qualitative analyses align action with opportunity, transforming ideas into implementation. The Benedictine M.B.A. develops both quantitative and qualitative competence for professionals.

Benedictine University’s M.B.A. Programs have served working adults for more than 25 years. We now have more than 2,000 alumni. Five flexible degree options are designed for professionals to better balance their personal and professional lives:

Evening M.B.A.
WebFlex M.B.A.
Internship M.B.A.
Executive M.B.A.
Accelerated Cohort M.B.A.

The M.B.A. is widely recognized as a powerful professional credential in business. The M.B.A. combines quantitative and qualitative courses to prepare students for the demands of contemporary business leadership in a complex, uncertain environment. The M.B.A. conveys practical knowledge and competence to better run organizations in a competitive environment. Essential skills are needed in management, accounting, economics, finance, strategy, marketing, organizational behavior and other areas. The M.B.A. is an essential factor for career growth and leadership development.

You can choose from Benedictine’s five distinctive M.B.A. programs and contemporary certificate programs, each carefully designed and delivered to meet students’ specific educational and professional needs.

Certificate programs are designed for persons with specific professional interests, such as in accounting or business administration. Certificates also help degree-seeking students test the waters with courses that may be applied to an M.B.A. when successfully completed with a 3.0 or higher grade point average.
The M.B.A. Programs’ Mission Statement

The mission of the M.B.A. Programs at Benedictine University is to provide men and women with a collaborative educational experience that imparts superior management skills and best practices while instilling a sense of responsible and personal commitment to continuously improving the leadership of organizations.

In each of our programs, basic skills in word processing and spreadsheet development are expected. Most classes require significant written and oral presentations. Completion of case analyses by teams is frequently required to enhance students’ skills in team effectiveness and professional presentations.

The M.B.A. Programs Overview

Evening M.B.A. Program

Benedictine University’s Evening M.B.A. Program is designed for working adults with at least two years of significant professional work experience. Evening classes are ideal for those who seek flexibility in their course schedules, an academic concentration and an extended time to complete their degrees as part-time students. Students usually complete one to two courses per quarter. Classes are conducted one evening per week per class on the main campus in Lisle. Students may select from more than 10 concentrations to fulfill degree requirements and have up to six years to complete the M.B.A.

WebFlex M.B.A. Program

Our new WebFlex M.B.A. Program combines Benedictine’s highly rated classroom interaction with distance learning. One-half of the classes are conducted periodically on the Lisle campus, usually on weekends, to introduce, coach and conclude each course throughout the academic quarter. Between the on-campus classes, the course progresses using custom-designed WebCT™ features for continued learning and interactions. The WebFlex M.B.A. is designed for experienced professionals who are highly self-disciplined adult learners, who need a distance learning option because of travel and other time demands during the work week. Students also may combine these classes with evening classes to accelerate their degree completion.

Internship M.B.A. Program

Our new Internship M.B.A. Program was developed specifically for recent graduates and offers a professional internship experience as the M.B.A. concentration. Students complete 64 credits in 12 core M.B.A. courses, plus three internship courses and four elective credits. The internship experience is supervised by a faculty advisor to prepare students without significant professional career experience for their future roles and responsibilities. Classes are conducted on evenings and weekends to allow for the demands of daytime internships.

Executive M.B.A. Program

Benedictine University’s Executive M.B.A. Program, now in its sixth year, is an accelerated, weekend, cohort-format program. Classes usually begin once a year, with approximately 20 senior executives who complete sequential courses as a single group over an 18-month period. Classes are conducted Friday afternoon through Saturday afternoon on alternating weekends.

Accelerated M.B.A. Program

Benedictine University’s Accelerated M.B.A. Program is an evening, cohort-style program. Students complete an M.B.A. degree in less than two years while attending evening classes one course at a time, once per week, close to home or
work. Cohort study group sessions also are conducted weekly. New cohorts start regularly throughout the year at various locations throughout the Chicago area and northern Illinois.

**M.B.A. Certificate Programs**

Certificate programs are designed for a concentrated focus or introduction to the core M.B.A. curriculum. Courses may be taken in any quarter of the year and may be applied toward the M.B.A. degree for students who are accepted into the degree-seeking program. Students in certificate programs must meet all enrollment requirements for student-at-large status. Courses must be completed at a grade point average of 3.0 or higher to be applied toward the M.B.A. degree. All students entering into an M.B.A. Certificate Program must schedule an advising appointment with the Graduate Program Director before they initiate their first certificate course.

**Accounting**

Two 16 credit-hour certificates are offered in accounting for those advancing toward Certified Public Accounting (CPA) status. These courses may be counted toward fulfillment of the Illinois CPA Society’s 150-hour rule and provide a concentrated sequence in accounting courses. They also may be applied toward the accounting concentration for degree-seeking M.B.A. students.

**Business Administration**

The Certificate Program in Business Administration provides students with an introduction to the core curriculum of the Evening M.B.A. Program. Financial Accounting, Economics, Managing in a Complex Environment and an elective meet the requirements for this certificate. Courses may be taken in any quarter of the year, in any order, and may be applied toward the M.B.A. degree for students who are accepted into the degree-seeking program later.

**Dual Degree M.B.A. Programs**

Benedictine University offers dual M.B.A. degrees with its other graduate degree programs in Management Information Systems (M.B.A./M.I.S.), Management and Organizational Behavior (M.B.A./M.O.B.) and Master of Public Health (M.B.A./M.P.H.). Dual degree programs consist of 96 credit-hours. Application and admission are required to each graduate program, and students must complete all requirements for the selected dual degree.

**M.B.A. Program Curriculum**

*Foundation courses — 20 credit-hours:*

- MBA 520 Managing in a Complex Environment
- MBA 541 Business Statistics
- MBA 510 Economics
- MBA 530 Organizational Behavior
- MBA 500 Financial Accounting

*The managerial process — 28 credit-hours:*

- MBA 601 Managerial Accounting
- MBA 611 Managerial Economics
- MBA 630 Operations Management
- MBA 641 Information Technology Management
- MBA 651 Financial Management
- MBA 661 Marketing Management
- MBA 671 Strategic Management

Plus 16 elective credits for a total of 64 credit-hours

Elective courses should be approved by an academic advisor.
FACULTY

Sandra Gill, Ph.D., M.A., B.A.
Chair and Associate Professor,
the M.B.A. Programs (2001)
University; M.A., 1995, and Ph.D., 1998,
The Fielding Graduate Institute

Bruce Buchowicz, Ph.D., M.B.A.
Professor, the M.B.A. Programs (1991)
B.S., 1966, and M.S., 1968, University of Illinois,
Chicago; M.B.A., 1973, University of Chicago;
Ph.D., 1988, Northwestern University

Margaret O'Leary, M.D., M.B.A.
Associate Professor, the M.B.A. Programs (1999)
B.A., 1974, Smith College;
B.S., 1976, University of California, Berkeley;
M.D., 1980, George Washington University
School of Medicine; M.B.A., 1999,
Benedictine University

James Zoda, Ph.D., M.A.
Instructor, the MBA Programs (2001)
B.S.E., 1965, M.A., 1970, and Ph.D., 1979,
Northern Illinois University

ADJUNCT FACULTY
(as of Fall 2002)

Marco Benassi, M.S., M.A., M.F.A.
Professor of Speech, College of DuPage

Steve Berthene, M.B.A.
Human Resources Business Analyst,
Andersen Worldwide,
Center for Professional Education

Tim Buividas, M.S.
President, The Corporate Learning Institute

John Cicero, Ph.D., M.S.E.E.
Dean, College of Business, Technology and
Professional Programs,
Professor of Computer Science,
Benedictine University (1985)

Steve Constantine Cordogan, Ed.D., M.A.
Coordinator of Research and Evaluation,
Illinois Mathematics and Science Academy

Deborah R. Correnti, M.B.A.
Lecturer, Economics, National Louis University

Jane Crabtree, Ph.D., M.B.A., M.A.
Associate Professor of Business Administration,
Benedictine University (1999)

David Dibblee, M.B.A., C.P.A.,
Associate Professor of Business Administration,
Benedictine University (1982)

John Draut, M.B.A.
President, NorthStar Management Consulting, Inc.

Ann Fulmer, M.S.
Consultant, Marketing Solutions Plus

R. David Fulton, M.S., C.P.A.
Senior Manager, KPMG

Gurram Gopal, Ph. D., M.S.
Senior Product Manager and Planner, Tellabs

Kathleen Goryl, M.B.A.
Entrepreneur/Marketing Director, KTG, Inc.

Barbara T. Grabowski, Ph.D., M.S.
Chair and Professor of Computer
Science/Management Information Systems,
Benedictine University (1992)

Michael Gutka, M.B.A.
Senior International Account Executive,
United Parcel Service
Kenneth Hansen, J.D., M.S.
Director of Tax,
devin, inc.

Margaret (Peggy) Hartmann, M.B.A., M.S.

James Hill, M.B.A.
Senior Finance Manager, Information Technology
McDonald’s Corporation

Philip L. Hupfer, M.S.
Senior Research Associate, Just The Facts, Inc.

James Iaccino, Ph.D., M.A.
Professor of Psychology,
Benedictine University (1981)

William Klaves, M.S., M.B.A.
President, William Klaves Consulting

Michael Komos, M.B.A.
Human Resource Manager,
Commonwealth Edison

James Kozik, M.S.
Data Mining Consultant, SPSS

Patricia Krasnodebski, M.A, M.A.
Faculty Services Coordinator,
University College, Benedictine University

Kenneth Kuziel, M.B.A., C.P.A.
Manager, Financial and Technology Solutions,
Ameritech Network Services

Stephen Machon, M.S.
Assistant Professor, DeVry University

John Malec, M.A.
President, Great Western Steel Company and
Triumph Industries

John Mikula, M.B.A.
President, Mikor LLC Management Consulting

Charles Mowll, M.P.H.
Executive Vice President,
Business Development, Government and
External Relations,
Joint Commission on Accreditation of
Healthcare Organizations

Leo Murphy, M.B.A.
Advisory Economist, Chicago Board of Trade

Frank Muschetto, M.B.A., C.P.A.
Vice President, International Supply Chain,
McDonald’s Corporation

Thomas Nowak, M.B.A., C.P.A., P.M.P., C.F.P.,
F.L.M.I.
Chief Financial Officer, Northyard, Inc.

James O’Connell, M.B.A.
Co-Owner, The Tanner Group, Inc.

Peter Papantos, M.B.A.
Director of Manufacturing Supplies,
Marconi Data Systems

Vincent Petrini-Poli, M.S., M.B.A.
Principal, Petrini-Poli and Associates, Inc.

Nazneen Razi, Ph.D.
Executive Vice President and Chief Administrative
Officer, Comdisco, Inc.

Robert G. Roberts, Ph.D., M.A.
President, Roberts Consulting Group

Bernard Silverman, Ph.D., M.A.
President, Bernard Silverman and Affiliates

Tom Sleeter, M.B.A.
President, Heartland Capital Resources

Bernard Smith, M.B.A., C.P.A.
Financial Consultant

Lyle Smith, Ph.D., M.S.

Peter Sorensen, Ph.D., M.A.
Chair and Professor of Management and
Organizational Behavior,
Benedictine University (1985)

Jon Colby Swanson, Ph.D., M.S.
Chair and Professor of Public Health,
Benedictine University (1985)

Jay Taparia, C.F.A., M.A.
Starting an M.B.A. Program

Because an M.B.A. requires a significant time commitment, an initial advising appointment is very important. Whether a student is a graduate student-at-large, enrolled in a certificate program or accepted as a degree-seeking M.B.A. student, he or she must schedule an advising appointment before enrolling in the first M.B.A. class. An advising appointment provides students with important details about their curriculum sequence, establishes an academic plan for program completion and makes students aware of essential graduate policies and M.B.A. resources. M.B.A. course prerequisites must be met for enrollment in upper-level courses. Accelerated cohort M.B.A. students accomplish this in MBA 511, Orientation to Graduate Education. Contact Judy Mikula, Program Coordinator, the M.B.A. Programs, at (630) 829-6210 to schedule an advising appointment with an M.B.A. faculty member.

The Evening M.B.A. Program

The Evening M.B.A. was the first graduate program at Benedictine University, begun more than 25 years ago. It now has more than 2,000 alumni. The Evening M.B.A. is the largest graduate program at Benedictine University, providing a flexible and challenging professional degree program for working adults.

The M.B.A. curriculum of 64 credits includes 16 courses, 12 four-credit required courses and 16 elective credits. Course substitutions and waivers for foundation 500-level courses may be determined by the M.B.A. Program Director on a case-by-case basis. Demonstration of a graduate degree, a professional certificate (such as Certified Public Accountant) or extensive undergraduate completion of equivalent coursework at a 3.0 or higher grade point average is required for any M.B.A. substitution or waiver.

Each of our 12 required courses is offered year-round, every fall, winter, spring and summer quarter. Each quarter lasts 10 weeks. Classes typically meet one evening per week, from 6:30 to
Courses typically require individual academic work and team projects.

M.B.A. students are required to successfully complete the 12 required courses plus 16 elective credits at a 3.0 or higher cumulative grade point average. Each of the 12 required courses is four quarter-hours. Elective courses vary from one to four credit-hours. Elective courses are offered at least once a year, and advanced academic planning is recommended to incorporate preferred electives.

The Graduate Course Schedule is posted on the Benedictine University Web site (www.ben.edu, then go to BenU Live). Evening M.B.A. students who are working adults typically complete one or two courses per quarter. Three or more M.B.A. courses per quarter require approval from the M.B.A. Program Director. All Evening M.B.A. Program courses are completed on the main campus of Benedictine University.

Evening M.B.A. Program Electives

Students in the Evening M.B.A. Program can select 16 credit-hours as electives. Electives should be chosen to advance individual professional development and career goals. Academic advisors assist students in making these important decisions. All electives are not scheduled every quarter and should be planned with an advisor.

Evening M.B.A. Program Concentrations

A unique feature of our Evening M.B.A. is the option to earn a concentration in one or more of more than 10 areas. A concentration is earned by completing 12 elective credits from the specific courses designated for each concentration. For example, a student choosing to complete the M.B.A. with a Management Information Systems (M.I.S.) concentration must successfully complete at least 12 credits from the courses listed under the M.I.S. concentration. Earning a concentration is optional, although the majority of M.B.A. students select at least one concentration. Students must comply with all course prerequisites when planning a concentration.

Dual Degree Program

Another unique feature of the Evening M.B.A. Program is the Dual Degree Program. A growing number of Evening M.B.A. students are choosing to complete two master’s degrees by combining the M.B.A. with other master’s degree programs at Benedictine University.

M.B.A. Concentrations

Accounting

This concentration provides the skills and knowledge necessary for accounting positions in a variety of settings. The accounting option includes courses that will prepare students for the Certified Public Accountant (CPA) or Certified Managerial Accountant (CMA) examinations and for a variety of positions in corporate accounting. Students who successfully complete Certificates in Accounting will fulfill this concentration. This concentration is earned by selecting 12 or more credits from the list below:

- MBA 504 Corporate Accounting Theory and Practice I (4)
- MBA 506 Corporate Accounting Theory and Practice II (4)
- MBA 512 Federal Income Taxation (4)
- MBA 513 Auditing Theory and Practice (4)
- MBA 515 Advanced Accounting (4)
- MBA 603 Cost Analysis, Profit Planning and Control (4)
- MBA 604 Theory and Practice of Financial Reporting (4)
- MBA 605 Tax Influences on Decision Making (4)
Entrepreneurship

Small businesses and new ventures within large organizations are key to economic growth. Anyone contemplating a new business start-up or revitalizing an existing business will value this concentration. This concentration is earned by selecting 12 or more credits from the list below:

- MBA 532 Organization Development (4)
- MBA 559 Entrepreneurship (4)
- MBA 622 Creativity and Innovation in Business (4)
- MBA 625 Consulting to Small Organizations (4)
- MBA 626 Strategic Managerial Communication (2)
- MBA 633 Human Resource Management and Development (4)
- MBA 634 Strategy, Structure and Decision Making (4)
- MBA 655 Financing New Ventures (4)
- MGMT 558 Service Management (2)
- MGMT 581 Team Building (2)

Financial Management

This concentration provides the skills and knowledge necessary for financial management positions in a variety of settings. The financial management option focuses on financial analysis, financial institutions, investments and corporate finance. This concentration is earned by selecting 12 or more credits from the list below:

- MBA 603 Cost Analysis, Profit Planning and Control (4)
- MBA 604 Theory and Practice of Financial Reporting (4)
- MBA 613 Business and Economic Forecasting (4)
- MBA 619 International Economics and Finance (4)
- MBA 626 Strategic Managerial Communication (2)
- MBA 652 Financial Institutions (4)
- MBA 653 Investment Theory and Portfolio Management (4)
- MBA 654 Problems in Corporate Financial Analysis (4)
- MPH 608 Financial Planning in Health Care Organizations (4)
- MIS 546 Systems Analysis and Design
- MIS 653 Financial Information Systems (2)
- MIS 656 Information Systems Security and Control (2)

Health Administration

The Health Administration concentration examines how financial, legal and marketing activities are transformed when applied in health care organizations. Integration of the systemic view of U.S. health care into the decision-making process prepares students to become mid- and senior-level health executives who are able to combine the analytic tools of business with an understanding and appreciation of the human side of health care. This concentration is earned by selecting 12 or more credits from the list below:

(Note that successful completion of the starred courses listed below is required to earn the concentration. If the Managed Care Certificate is desired, selections must include MPH 671 and MPH 672.)

- MPH 602 U.S. Health Care System (4)*
- MPH 605 Environmental Health (4)
- MPH 608 Financial Planning in Health Care Organizations (2)*
- MPH 623 Legal Aspects of Health Care Administration (2)*
- MPH 668 Health Services Marketing (2)
- MPH 671 Managed Care Environment (2)
- MPH 672 Managed Care Impact on Care Delivery (2)
- MPH 679 Advanced Topics in Managed Care (1-2, may be repeated)
- MGMT 535 Strategic Management for Small Organizations (2)
- or
- MGMT 558 Service Management (2)
- MGMT 570 Human Resource Management Overview (2)
- MGMT 635 Business Process Redesign
- MIS 648 Information Management in Health Care (2)
- MIS 649 Advanced Topics in Health Information Systems Management (2)
- MIS 650 Issues in Health Information Systems (2)

*Required
Human Resource Management

This concentration emphasizes skills and knowledge in the human resource function, such as strategic human resource planning, training and management development and compensation and benefits. It is most appropriate for students preparing for entry into, or career advancement in, a human resources department. This concentration is earned by selecting 12 or more credits from the list below:

- MBA 582  Conflict Management (2)
- MBA 633  Human Resource Management and Development (4)
- MGMT 525  Legal Issues in Human Resource Management (2)
- MGMT 570  Human Resource Management Overview (2)
- MGMT 571  Labor Relations (2)
- MGMT 572  Compensation and Benefits (2)
- MGMT 573  Performance Appraisal (2)
- MGMT 574  Affirmative Action (2)
- MGMT 575  Employee Assistance Programs (2)
- MGMT 578  Recruitment and Selection (2)
- MGMT 579  Training and Development Overview (2)
- MGMT 587  Global Human Resource Issues (2)
- MGMT 592  Managing Diversity (2)
- MGMT 591  Contemporary Trends in Change Management (1)

International Business

The globalization of business is ongoing and pervasive. International business courses emphasize understanding the cultures and institutions that shape trade and investment decisions. Students may elect to take the Special Topics course, which offers opportunities to visit countries abroad to learn directly about business practices and social customs. This concentration is earned by selecting 12 or more credits from the list below: (Note that successful completion of the starred courses listed below is required to earn the concentration.)

- MBA 582  Conflict Management (2)
- MBA 591  Special Topics on International Business (1-4)
- MBA 619  International Economics and Finance (4)*
- MBA 626  Strategic Managerial Communication (2)
- MBA 632  Supply Chain Management (4)
- MBA 639  International Business (4)*
- MBA 686  International Marketing (2)
- MGMT 586  International Organization Development (2)
- MGMT 587  Global Human Resource Issues (2)

*Required

Management Consulting

Management consulting is an exciting, demanding and growing profession. Downsizing and re-engineering have created the need for professionals trained in consulting techniques and practice management. The Benedictine University concentration in Management Consulting was the first of its kind in the nation and is endorsed by the National Bureau of Professional Management Consultants. The courses listed below will be of interest to internal consultants working in large organizations, as well as individuals contemplating beginning a consulting practice. This concentration is earned by selecting 12 or more credits from the list below:

- MBA 532  Organization Development (4)
- MBA 559  Entrepreneurship (4)
- MBA 582  Conflict Management (2)
- MBA 626  Strategic Managerial Communication (2)
- MBA 634  Strategy, Structure and Decision Making (4)
- MBA 668  Services Marketing (2)
- MBA 683  Project Management (2)
- MIS 546  Systems Analysis and Design
- MGMT 557  Organizational Culture (2)
- MGMT 558  Services Management (2)
- MGMT 579  Training and Development Overview (2)
- MGMT 583  Organizational Assessment (2)
- MGMT 593  Process Consultation (2)
- MGMT 635  Business Process Redesign (2)

Management Information Systems

The current competitive environment in business, health care and other settings relies on information resources to manage day-to-day operations as well as to plan long-term strategies. For many
organizations, substantive competitive advantage is directly associated with the creative application of information technology. This concentration is earned by selecting 12 or more credits from the list below:

- MBA 657 Electronic Commerce (4)
- MBA 683 Project Management (2)
- MIS 543 Computer Programming (4)
- MIS 544 Programming and Data Structures (4)
- MIS 545 Computer Organization and Architecture (4)
- MIS 546 Systems Analysis and Design (4)
- MIS 645 Object-Oriented Design (2)
- MIS 648 Information Management in Health Care (2)
- MIS 649 Advanced Topics in Health Information Systems Management (2)
- MIS 650 Issues in Health Information Systems (2)
- MIS 651 Client/Server Development (2)
- MIS 652 Consumer Databases (2)
- MIS 653 Financial Information Systems (4)
- MIS 654 Enterprise-Wide Information Systems (4)
- MIS 656 Information Systems Security and Control (2)
- MIS 658 Facilities and Operations Management (2)
- MIS 674 Database Management Systems (4)
- MIS 677 Knowledge-Based Systems (4)
- MIS 681 Network Planning (2)
- MIS 682 Network Design (2)
- MIS 684 Application Development Methodologies (2)
- MIS 691 Management of Information Technology Lecture Series (1-2)

Management of Innovation and Technology

This concentration may be of interest to anyone responsible for developing or enhancing new products or processes or to those persons working in a technology-driven industry, such as software development, telecommunications, biotechnology, pharmaceuticals, medical equipment or composite materials. This concentration is earned by selecting 12 or more credits from the list below:

- MBA 532 Organization Development (4)
- MBA 582 Conflict Management (2)
- MBA 622 Creativity and Innovation in Business (4)
- MBA 626 Strategic Managerial Communication (2)
- MBA 633 Human Resource Management and Development (4)
- MBA 657 Electronic Commerce (4)
- MBA 683 Project Management (2)
- MGMT 521 Career and Human Resource Planning (2)
- MGMT 552 Leadership (2)
- MGMT 553 Organization Design (2)
- MGMT 556 Strategies and Implementation (2)
- MGMT 557 Organizational Culture (2)
- MGMT 559 Entrepreneurship (4)
- MGMT 580 Group Dynamics (4)
- MGMT 581 Team Building (2)
- MGMT 584 Strategies for Change (2)
- MIS 543 Computer Programming (4)
- MIS 546 Systems Analysis and Design (4)
- MIS 654 Enterprise-Wide Information Systems (4)
- MIS 674 Database Management Systems (4)
- MIS 684 Application Development Methodologies (2)

Marketing Management

This concentration is for students interested in a broad range of skills in marketing or more focused skills in data analysis for direct mail, advertising and strategic marketing communication. Roles in marketing management, planning and agency marketing are enhanced with this concentration.
This concentration is earned by selecting 12 or more credits from the list below:

MBA 559  Entrepreneurship (4)
MBA 613  Business and Economic Forecasting (4)
MBA 622  Creativity and Innovation in Business (4)
MBA 626  Strategic Managerial Communication (2)
MBA 657  Electronic Commerce (4)
MBA 662  Sales Management (4)
MBA 663  Marketing Communication (4)
MBA 664  Industrial Marketing (4)
MBA 665  Marketing Research (4)
MBA 666  Consumer Behavior (4)
MBA 667  Direct Marketing (2)
MBA 668  Services Marketing (2)
MBA 669  Strategic Telemarketing Management (2)
MBA 670  Advanced Marketing Theory and Practice (4)
MBA 686  International Marketing (2)

**Operations Management and Logistics**

The design and delivery of goods or services that meet changing customer expectations are the focus of this concentration. The quality revolution has now reached full swing; successful organizations continuously strive to improve new product development, operations and facilities planning. This concentration is earned by selecting 12 or more credits from the list below: (Note that successful completion of the starred courses is required to earn the concentration.)

MBA 603  Cost Analysis, Profit Planning and Control (4)
MBA 613  Business and Economic Forecasting (4)
MBA 632  Supply Chain Management (4)*
MBA 633  Human Resource Management and Development (4)
MBA 635  Manufacturing Production and Operations Management (4)
MBA 639  International Business (4)
MGMT 558  Service Management (2)
MGMT 571  Labor Relations (2)
MGMT 594  Managing Quality (2)
MGMT 595  Tools and Techniques for Quality Management (2)
MGMT 635  Business Process Design (2)

*Required

**Organizational Leadership**

The practice of leadership has undergone revolutionary change over the last decade. Managing a for-profit or not-for-profit organization requires competence in the behavioral sciences, which is the basis for this concentration. The courses listed below offer knowledge and skills for students to redesign their organization’s work systems and create an effective leadership role for themselves. This concentration is earned by selecting 12 or more credits from the list below:

MBA 532  Organization Development (4)
MBA 582  Conflict Management (2)
MBA 626  Strategic Managerial Communication (2)
MBA 634  Strategy, Structure and Decision Making (4)
MGMT 552  Leadership (2)
MGMT 553  Organization Design (2)
MGMT 555  Power Strategies (2)
MGMT 557  Organizational Culture (2)
MGMT 581  Team Building (2)
MGMT 585  High Performance Work Systems/ Large Group Interventions (2)

**Business Administration Certificate Programs**

**Accounting Certificates**

(16 credits)

Two new certificate programs in Accounting are designed for those preparing for the Certified Public Accountant examination and for intensive accounting knowledge. Four courses are required for each certificate. The Certificate in Accounting must be completed before the Advanced Accounting Certificate. Advanced Accounting Certificate applicants must be accepted as degree-seeking students. Successful completion of either certificate in accounting fulfills the concentration in Accounting. Courses should be taken in the order listed:

MBA 603  Cost Analysis, Profit Planning and Control (4)
MBA 613  Business and Economic Forecasting (4)
MBA 632  Supply Chain Management (4)*
MBA 633  Human Resource Management and Development (4)
MBA 635  Manufacturing Production and Operations Management (4)
MBA 639  International Business (4)
MGMT 558  Service Management (2)
MGMT 571  Labor Relations (2)
MGMT 594  Managing Quality (2)
MGMT 595  Tools and Techniques for Quality Management (2)
MGMT 635  Business Process Design (2)

*Required
Certificate in Accounting

MBA 500  Financial Accounting (4)
MBA 504  Corporate Accounting Theory and Practice I (4)
MBA 506  Corporate Accounting Theory and Practice II (4)
MBA 512  Federal Income Taxation (4)

Certificate in Advanced Accounting

The certificate in Advanced Accounting requires admission to the M.B.A. program as a degree-seeking student. Prerequisites for courses listed below are to be met in the M.B.A. Program curriculum before completing the Advanced Accounting Certificate courses listed below:

MBA 513  Auditing Theory and Practice (4)
MBA 603  Cost Analysis, Profit Planning and Control (4)
MBA 604  Theory and Practice of Financial Reporting (4)
MBA 605  Tax Influences on Decision Making (4)

Business Administration (16 credits)

This Certificate Program in Business Administration is designed for people in management roles who desire basic business skills and knowledge for career mobility and confidence. Sixteen credit-hours are required to earn the certificate, and all courses can be applied toward the M.B.A. degree should the student be accepted as an M.B.A. degree-seeking student. Courses are offered each quarter so that students may enroll throughout the year. The only enrollment requirement is evidence of a baccalaureate degree. Note that successful completion of the starred courses listed below is required to earn the certificate. The courses required to complete the certificate are:

MBA 500  Financial Accounting (4)*
MBA 510  Economics (4)*
MBA 520  Managing in a Complex Environment (4)*

One other four-credit course (or two, two-credit courses) of the student’s choice in the M.B.A., M.S.M.I.S., M.S.M.O.B. or M.P.H. graduate programs.

*Required

WebFlex M.B.A.

The new WebFlex M.B.A. is designed to blend our exceptional classroom experience with the convenience of online education. Periodic classroom sessions on campus will be conducted each month to coach and assess competence.

About half of the typical 30 hours of instruction per class per quarter will be conducted with custom designed WebCT™ courses to facilitate individual development and group interaction with faculty throughout the traditional academic quarter. Courses will conclude on campus with individual and team project presentations. This combination of synchronous and asynchronous education provides personalized instruction and optimum convenience for highly motivated adult learners.

The WebFlex M.B.A. has the same 64 credit-hour requirements as our other degree options. Designed to offer flexibility, this program is most appropriate for very self-motivated adult learners who need schedule flexibility to accommodate work demands and travel during the week. Success in distance learning graduate programs often requires more discipline than traditional classroom programs. Students should plan on at least similar time and resource commitments as they would for other graduate degree programs. Students must fulfill the same degree requirements, i.e., a 3.0 or higher cumulative grade point average.

WebFlex M.B.A. courses may be combined with the Evening M.B.A. schedule. WebFlex courses are designed for weekend degree completion over the same six-year period provided for Evening M.B.A. Program students. The 12 required core courses are provided in course sections noted as OL (online), with a limited number of online elective courses scheduled periodically.

For success in the WebFlex M.B.A., students should have strong keyboarding skills, a working online account and Internet service provider and basic word processing and spreadsheet development skills. Technical support for the Benedictine WebFlex M.B.A. is provided by Benedictine University’s partner, Collegis, the nation’s leader in instructional technology for higher education.
The curriculum for the Benedictine WebFlex M.B.A. is the same as for the Evening M.B.A. Program:

Foundation courses — 20 credit-hours:

MBA 520 Managing in a Complex Environment
MBA 541 Business Statistics
MBA 510 Economics
MBA 530 Organizational Behavior
MBA 500 Financial Accounting

The managerial process — 28 credit-hours:

MBA 601 Managerial Accounting
MBA 611 Managerial Economics
MBA 630 Operations Management
MBA 641 Information Technology Management
MBA 651 Financial Management
MBA 661 Marketing Management
MBA 671 Strategic Management

Plus 16 elective credits for a total of 64 credit-hours

Elective courses should be approved by an academic advisor.

**Internship M.B.A.**

This full-time degree program combines our M.B.A. core curriculum with any Internship experience. The Benedictine Internship M.B.A. is specifically designed for recent graduates, or those returning to the workplace, who seek a professional focus through an internship experience and M.B.A. curriculum. Applicants are not expected to have two years of significant professional experience, as required for our other M.B.A. programs. Alternatively, this option offers degree completion in one academic year.

Internship M.B.A. students complete the 12 M.B.A. core courses as full-time students. In each of four consecutive quarters, students complete three M.B.A. courses, plus an internship in each of three academic quarters. Following their internship course, students can select four elective credit hours from those offered in the Evening or WebFlex M.B.A. curriculum.
Application to the Internship M.B.A. Program

Successful applicants have a recent baccalaureate degree from an accredited university with work experience that may not yet include professional management roles or responsibilities. In addition to basic word processing and spreadsheet development skills, applicants must demonstrate a strong desire for professional management skills in one or more professional settings. Strong written and oral presentation skills will be enhanced through experience in the professional work arena. Success in the Internship M.B.A. Program requires excellent scholarship skills and time management to achieve academic and internship goals in a full-time academic program.

Executive M.B.A. Program

The Executive M.B.A. Program curriculum is identical to the Evening M.B.A. Program (64 credits), but is delivered in an accelerated cohort schedule on alternating weekends. Typically, a 30-hour Evening M.B.A. course is delivered in 24 hours in the Executive M.B.A. Program. The Executive M.B.A. Program is conducted as an executive cohort, meaning that a group of 15 to 20 senior executives matriculate and move through a predetermined sequence of courses until they reach graduation approximately 18 months later. This adult learning model has proved enormously successful with highly self-motivated adults because it affords intense learning opportunities within the cohort of senior executives.

The Executive M.B.A. Capstone Seminar integrates the entire curriculum with team demonstrations of a challenging case study. As professionals, the Executive M.B.A. student team demonstrates their competence to executive leaders, selected from the Dean’s Advisory Committee and other leading corporations who serve as Capstone evaluators. This event offers executive-level feedback and interaction at the conclusion of the Executive M.B.A. program.

The M.B.A. degree is earned by all students who successfully complete the curriculum. All Executive M.B.A. Program courses include books, materials and enrollment fees in the price of the program.

The Executive M.B.A. Program, one of Benedictine University’s flagship programs, was founded in 1996 to meet the unique needs of physicians and senior health care executives interested in the rapid acquisition of business management skills essential to managing the revolution in health care organizations during the 1990s. In 1999, the Executive M.B.A. office began to receive numerous inquiries about the program from business professionals who also desired the opportunity to enroll in the accelerated, 18-month, cohort Executive M.B.A. Program. Thus, the Executive M.B.A. Program was opened to all business and senior health professionals in September 1999. New cohorts are launched continuously.

Executive M.B.A. Program Curriculum

Foundation courses:
MBA 500 Financial Accounting (4)
MBA 510 Economics (4)
MBA 520 Managing in a Complex Environment (4)
MBA 530 Organizational Behavior (4)
MBA 541 Business Statistics (4)

The managerial process:
MBA 601 Managerial Accounting (4)
MBA 611 Managerial Economics (4)
MBA 630 Operations Management (4)
MBA 641 Information Technology Management (4)
MBA 651 Financial Management (4)
MBA 661 Marketing Management (4)
MBA 671 Strategic Management (4)

Four required skill workshops:
MBA 550 Conflict Management (1)
MBA 551 Strategic Managerial Communication (1)
MBA 552 Strategic Negotiation (1)
MBA 553 Project Management (1)
12 credits selected from the following six elective courses:

- MBA 532  Organization Development (4)
- MBA 633  Human Resource Development and Management (4)
- MBA 639  International Business (4)
- MBA 604  Epidemiology (4)
- MBA 623  Health Law (4)
- MBA 673  Health Economics (4)
- MBA 680  Capstone Seminar

**Executive M.B.A. Program**

**Admission/Application Policies**

Successful applicants have a baccalaureate or higher degree from an accredited university and substantial managerial experience at the senior executive level. Many factors relating to a candidate’s qualifications are assessed during the admissions process, including academic performance, personal and professional goals, leadership experience and contribution to the group learning process. Each cohort is developed to achieve balance in industry representation. The average student age is 42, although students have ranged in age between 30 and 60. The GMAT is waived for applicants to this program.

**Accelerated M.B.A. Program**

The Accelerated M.B.A. Program began in fall 2000. It was created to provide a structured, cohort-style program that could be delivered in less than two years to working adults. It offers convenient scheduling since students attend one, four-hour class at a time, one night each week, close to home or work. Each cohort is comprised of approximately 15 to 20 students who matriculate and move through the program together. Each course runs approximately six weeks. Students also are required to become part of a study group that meets regularly, no less than one time per week for four hours. As the program expands, cohorts will be scheduled to meet at locations throughout the Chicago area and northern Illinois.

**Typical Accelerated M.B.A. Program Curriculum**

(96 weeks, 64 credits)

- MBA 511  Orientation to Graduate Education (1) — 2 weeks
- MBA 551  Strategic Managerial Communication (3) — 4 weeks
- MBA 520  Managing in a Complex Environment (4) — 6 weeks
- MBA 541  Business Statistics (4) — 6 weeks
- MBA 510  Economics (4) — 6 weeks
- MBA 582  Conflict Management (2) — 3 weeks
- MBA 500  Financial Accounting (4) — 6 weeks
- MBA 530  Organization Behavior (4) — 6 weeks
- MBA 641  Information Technology Management (4) — 6 weeks
- MBA 611  Managerial Economics (4) — 6 weeks
- MBA 639  International Business (4) — 6 weeks
- MBA 601  Managerial Accounting (4) — 6 weeks
- MBA 633  Human Resource Management (4) — 6 weeks
- MBA 630  Operations Management (4) — 6 weeks
- MBA 651  Financial Management (4) — 6 weeks
- MBA 661  Marketing Management (4) — 6 weeks
- MBA 671  Strategic Management (4) — 6 weeks
- MBA 680  Capstone Seminar (2) — 3 weeks

“Benedictine’s Executive M.B.A. program empowered me to receive my M.B.A. in 18 months while working a full-time job, raising a family and maintaining my sanity. The cohort model was essential to the learning experience, drawing on the knowledge and experience of many talented people in the cohort. The instructors are top-notch, knowledgeable and supportive. I highly recommend the Benedictine Executive M.B.A. program for anyone desiring a quality, flexible graduate program.”

— Susan Hanselmann R.N., B.S.N., M.B.A.
Case Manager, Transition Care Coordinator
Clinical Psychology

If you are making a commitment to professional training, it is a significant life decision. It takes more to become a successful clinical counselor than any college or university can teach you. Beyond the textbooks and assessments, individuals must dedicate themselves willingly to human service.

The Master of Science degree in Clinical Psychology is a 90 quarter-hour program of academic and professional education. The program boasts a more than 30-year commitment to mental health education and training, with an emphasis on learning that is both applied and academic. Within the coursework, students will take part in case presentations, engage in peer supervision and participate in role-playing activities. Hands-on training occurs early and often in the Benedictine program, with a good share of such training carried out through internships at more than 100 care facilities and treatment centers across the county and beyond. The high quality of supervision our students receive as they apply their newly gained knowledge and skill is another crucial element in professional education.

All students must complete supervised fieldwork in psychotherapy. This work is conducted in organizations representing a variety of career areas, including individual and family care, mental health, residential treatment and social services.

Agencies providing the field experience require the student’s presence on a part-time basis, usually 16 to 20 hours per week, based on the agency’s schedule.

The curriculum prepares students to sit for the Illinois licensure exam. This includes both the Licensed Professional Counselor (L.P.C.) exam and the Licensed Clinical Professional Counselor (L.C.P.C.) exam. The program also offers an excellent foundation for future doctoral study.

Anyone entering the field of clinical counseling also must understand that despite the expertise of the counselor, or the advances in available treatment, the accessible knowledge and wisdom in the profession will always fall short of public hope and expectation. This fosters a healthy modesty about the value and power of this helping profession. But it also makes it essential that counselors maintain a willingness to learn, develop and hold themselves with both the competence and the courage they will need to act upon the wisdom their experiences have afforded them.

Students are admitted to Benedictine’s Clinical Psychology program four times per year, at the beginning of the fall, winter, spring and summer quarters. Both day and evening classes are available, and combined with the fieldwork, the program requires essentially a full-time commitment.
Program Policies

All students are required to have satisfactorily completed courses in Introduction to Psychology, Personality Theory and Abnormal Psychology. Such courses may be taken concurrently with graduate work. Recognizing that there are professional competencies and conduct not measurable by academic achievement, the graduate program and the University reserve the right to discontinue students who, in the judgment of the faculty, do not meet the standards promulgated by professional organizations in the human services field in which the student is studying.

Career Opportunities

Graduates are employed primarily in private and public mental health centers, hospitals, residential treatment facilities and social service agencies serving individuals, families and special clientele of various age groups. Others are in academic institutions, staff training and development or are engaged in doctoral studies.

FACULTY

James Iaccino, Ph.D., Professor and Chair of Sociology/Psychology programs
Ph.D., 1982; M.A., 1979, DePaul University
B.A., 1977, Rosary College

Karen M. Meissler, Psy.D., Instructor,
Life Span Services Director
Psy.D., 1996, Illinois School of Professional Psychology
B.S., 1989, Elmhurst College

Dianne Moran, Ph.D., Associate Professor
Ph.D., 1988; M.A., 1984,
University of Notre Dame
B.A., 1979, University of Illinois (Chicago)

Margaret Salyer, M.S., L.C.P.C
Instructor, Field Placement Coordinator
Private Practice, Quest Clinical Services, Ltd.
M.S., 1996, Benedictine University
B.A., 1971, Northern Illinois University

Alexey Shukin, Ph.D., Professor
Ph.D., 1959, University of Chicago
M.S., 1956; B.S., 1954, Springfield College

Jon Colby Swanson, Ph.D., Professor
Ph.D., 1972; M.S., 1969; B.S., 1968,
University of Illinois

ADJUNCT FACULTY
(as of Fall 2002)

Donna Bredrup, L.C.P.
M.S., 2001, Benedictine University
B.S., 1979, University of Toledo

Jane Boumgarden, M.S.W., A.C.S.W., L.C.S.W.
Associate Professor Sociology
M.S.W., 1983, the Ohio State University
B.A., 1973, Michigan State University

Margaret Cassens, L.C.S.W.
Private practice, Alliance Clinical Associates
M.S.W., 1978, University of Illinois, Chicago
B.A., 1969, Northeastern University
Concentration

Life Span Services

Life Span Services prepares graduates to assume professional leadership positions in the delivery of services to older people and their families in the planning and evaluation of services, administration of programs and instruction of older people and service providers. This curriculum can be studied at the graduate level as a specialty track within the Clinical Psychology program. A postgraduate certificate and continuing education units (CEUs) are offered to professionals interested in enhancing their skills in serving the aging population.

Courses required for a concentration or certificate in Life Span Services are as follows:

- MCP 585  Grief and Loss (3)
- MCP 610  Social, Psychological and Cultural Aspects of Aging (4)
- MCP 629  Theory and Practice of Counseling and Psychotherapy (4)
- MCP 668  Biology of Aging (2)
- MCP 677  Multifaceted Gerontological Assessment (2)
- MCP 689  Professional Issues in Life Span Care (3)

Management/Administrative elective (2)
Life Span Services Field Placement (6 credits over 2 quarters)
**Curriculum**

**Required courses (47-48 credits):**

- MCP 601  Professional Practice in the Field of Mental Health (3)
- MCP 603  Clinical Interviewing and DSM (3)
- MCP 607  Counseling Laboratory (3)
- MCP 629  Theory and Practice of Counseling and Psychotherapy (4)
- MCP 630  Theory and Techniques of Counseling and Psychotherapy (3)
- MCP 651  Maladaptive Behavior and Psychopathology (3)
- MCP 683  Social and Cultural Foundations (2)
- MCP 696  Clinical Psychology Seminar (1)
- MBA 541  Business Statistics (4)

**One of the following:**

- MCP 664  Psychological Assessment: Measurement and Test Evaluation (3)*
- MCP 665  Psychological Assessment: Personality Evaluation and Report Writing (3)*

**Two of the following:**

- MCP 646  Human Development: Infancy and Childhood (3)*
- MCP 647  Human Development: Adolescence (3)*
- MCP 648  Human Development: Adulthood (3)*

**Two of the following (to include at least one class in family):**

- MCP 621  Brief Counseling and Psychotherapy (2)*
- MCP 672  Marriage and Family: Systems and Theory (3)*
- MCP 673  Workshop in Marital Therapy (3)
- MCP 677  The Therapist as a Problem in Psychotherapy (3)*

**Three of the following (one in group, one in career and one in substance abuse):**

- MCP 551  Substance Abuse: Alcoholism Causes, Consequences and Treatment (3)*
- MCP 552  Substance Abuse: Dealing with Drug Abuse (3)*
- MCP 633  Group Counseling and Psychotherapy (3)*
- MCP 658  Career Counseling, Testing and Planning (2)*

**Elective courses (10-15 credits):**

- MCP courses not listed under “required courses”:
  - MCP 510  The Physiology and Pharmacology of Psychotherapeutic Drugs (3)
  - MCP 516  Group Process (3)
  - MCP 560  Principles of Behavior Modification (3)
  - MCP 580  Psychology of Women (3)
  - MCP 585  Grief and Loss (3)
  - MCP 600  Independent Study (1-4)
  - MCP 610  Social, Psychological and Cultural Aspects of Aging (4)

*Classes also may be taken as electives.
MCP 616  Stress Management (4)
MCP 620  Cognitive Therapy (2)
MCP 649  Human Sexuality (2)
MCP 653  Behavior Disorders of Childhood (3)
MCP 655  Theory and Practice of Play Therapy
         with Children (3)
MCP 667  Multifaceted Gerontological
         Assessment (2)
MCP 668  Biology of Aging (2)
MCP 689  Professional Issues in Life Span
         Services (3)
MCP 693  Supervised Field Experience in
         Human Services, Student Personnel,
         Supervision, Teaching and
         Research (2-4)

Certain courses offered by Benedictine
University’s various graduate programs
also may qualify as electives.

Practical experience (17 credits):

MCP 690  Supervised Field Experience in
         Mental Health I (2-6)
MCP 691  Supervised Field Experience in
         Mental Health II (2-6)

2-credit minimum:
MCP 695  Field Work Seminar:
         Issues Facing the Intern (1)

Management or Health Administration
(4 credits):

Sample courses include:

MGMT 527  Funding and Grantsmanship (2)
MGMT 575  Employee Assistance Programs
         (Trends, Implementation and
         Management) (2)

Other management courses may apply with
departmental approval.

Research Development and Utilization
(7-11 credits):

Two tracks are available for completion
of the research requirement.

Track A: Non-thesis option:
MGPH 606  Methods of Research (4)
MCP 635  Research in Counseling and
         Psychotherapy (3)

Track B: Requires the two above and:
MCP 688  Master’s Thesis (4)

MCP 688 credit hours are counted against
electives.
Education

Of the many driving forces that will shape the new millennium, education has, and always will be, the biggest influence on human development. The School of Education at Benedictine University recognizes the changing world in which we live, and it is through this recognition and understanding that we are able to offer one of the most advanced and comprehensive programs in the Chicago area.

The School of Education offers two degree programs that are designed for individuals at different stages of professional growth. The Master of Arts in Education (M.A.Ed.) degree leads to Illinois State Certification in elementary, secondary or special education (leading to LBSI certification). The second degree program, the Master of Education (M.Ed.), provides a course of study with a number of options that will enhance teachers’ understanding of children’s differences, personal systems of communication and social or political issues that affect the field of education. In both programs, students take an active role in their own learning process and are prepared for shaping the lives of tomorrow’s generation.

The M.A.Ed. and M.Ed. degrees provide opportunities for students to explore issues in education, to develop and examine enduring and innovative instructional approaches and to apply knowledge in a variety of educational settings.

The M.A.Ed. program prepares liberally educated teachers to assume leadership roles in the schools. This program provides an in-depth understanding of curriculum development and implementation while affording ample opportunities for developing innovative teaching strategies and process-oriented assessment techniques. Moreover, the program includes a field-based component in public, parochial and/or private school sites. Students are enabled to implement effective teaching strategies under the guidance of master teachers and university faculty.

The M.Ed. program is designed for teachers seeking enhancement of their leadership potential and their understanding of methods of teaching to individual needs. The program options familiarize students with models for collaboration, effective communication strategies, methods for addressing unique learning styles and technological advancements in education and school administration. The M.Ed. program requires 33 semester-hours of graduate coursework including 11 to 17 semester-hours of professional core courses and 16 to 22 semester-hours of specialized courses.

With either program, students will learn the skills necessary to shape the lives of those involved in the educational system. From first-grade teachers to administrators in the front office, Benedictine University’s School of Education prepares students for the challenges that lie ahead. A master’s degree from Benedictine University does not just inform you today; it gives you the power to transform tomorrow.
Master of Arts in Education

The Master of Arts in Education (M.A.Ed.) program offers three tracks: one for adults seeking a Type 03 teaching certificate in elementary education; a second for those seeking a Type 09 teaching certification in secondary education; and a third for adults seeking a Type 10 standard special certificate leading to the Illinois LBSI certificate.

The elementary education track requires a total of 38 semester-hours; 37 semester-hours are required for secondary education and a total of 50 semester-hours is required for the special education option. The additional coursework in the special education track is prescribed by the Illinois State Board of Education for certification as an LBSI (unliminted) teacher.

Elementary track:
- 25 semester-hours of professional core courses
- 13 semester-hours of specialized courses
- 120 clock-hours of practicum experiences
- 12 weeks of student teaching

Secondary track:
- 25 semester-hours of professional core courses
- 12 semester-hours of specialized courses
- 120 clock-hours of practicum experiences
- 12 weeks of student teaching

Special Education:
- 25 semester-hours of professional core courses
- 25 semester-hours of specialized courses
- 185 clock-hours of practicum experiences
- 12 weeks of student teaching

To satisfy the general education requirements for an Illinois teaching certificate, students in the Elementary Education track also must have completed 71 semester-hours in the liberal arts, which includes an 18 semester-hour concentration or a major in a single academic discipline. Nine of the 18 semester-hours must be in upper-division coursework.

A standard high school certificate requires 47 semester-hours in the liberal arts. An additional prerequisite for a secondary certificate is a baccalaureate degree in Biology, Chemistry, Physics, Mathematics, Social Science, English/Literature, Spanish or Business. Students earning endorsements in Physics, Chemistry, Political Science or Economics need endorsement in a second field of study.

Students seeking an elementary or secondary certificate may qualify for middle grade endorsements by completing a minimum of 18 semester-hours in the subject area of their major teaching assignment. In addition, coursework relating to early adolescent development, middle school philosophy and methodology is required. These areas are integrated with existing coursework in the program options.

Students in the special education option must have completed 47 semester-hours in the liberal arts.

Any of the required general education courses that have not been completed as part of an undergraduate degree program must be completed prior to application for certification.
FACULTY

Susan Bonnevier, M.S.
National-Louis University,
B.S. Ohio University

Richard Campbell, Ed.D.
Illinois State University,
M.A. Eastern Illinois University
School Administration

Gary Ketterling, Ph.D.
University of Iowa,
M.S. North Dakota State University,
B.S. North Dakota State University
Science Education

Eileen M. Kolich, Ph.D.
Associate Provost
Ph.D. Pennsylvania State University,
M.S. Chicago State University,
B.A. Rutgers University,
Reading, Curriculum and Instruction

Cynthia Perry, Ed.D.
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M.S. Coventon Theological Seminary,
B.A. University of Illinois

Charlotte P. Ross, Ph.D.
Dean, School of Education
Ph.D. University of Wisconsin,
M.A. Northern Illinois University,
B.A. Loyola University
Special Education

Alandra Weller-Clarke, Ph.D.
Loyola University
M.Ed. Benedictine University
B.A. Elmhurst College
C & I; Special Education

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B.A. St. Procopius College
Secondary Education

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(as of Fall 2002)

Maria Acierto, M.A.
Rockford College,
B.S. Holy Spirit College

Robert P. Allison, M.Ed.
Loyola University,
B.A. North Central College
Curriculum and Instruction

Bruce C. Bandy, M.A.
Northeastern Illinois University
Educational and Organizational Leadership

Thomas Biggs, M.S.
Northern Illinois University,
B.S. Western Illinois University
Mathematics

Luanne Chvatal, M.S.
Benedectine University,
B.S. Western Illinois University

Stanley Czapalak, M.A.
History, Northern Illinois University
Music, Roosevelt University,
B.S. Northern Illinois University
Social Studies

Larry W. Erven, Ed.D.
Northern Illinois University,
M.S. Bowling Green State University,
B.S. Defiance College

Cherie Esposito, M.S.
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M.A. Northwestern University,
B.S. Western Michigan University
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Louise Florian, Ed.D.
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M.S. Northern Illinois University,
B.S. Northern Illinois University
Curriculum and Instruction

Debbie Gerdes, M.S.
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B.S. Illinois State University
Judy Hart, M.S. Ed.
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B.A. Albion College

Jean Hiener, M.S. Ed.
Northern Illinois University,
B.S. Westmar College

Florence Joiner-Johnjules, Ed.D.
Loyola University,
M.Ed. Concordia University,
B.A. Northeastern Illinois University
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Chris Nelson, M.S.
Northern Illinois University,
B.S. Illinois State University

Dennis L. O’Connell, Ed.D.
Toledo University,
M.S. Northern Illinois University,
B.S. Oshkosh State University,

Denise D. Reed, M.Ed.
Purdue University,
B.A. Indiana University
Foreign Language

Charmaine Schieler, M.Ed.
University of LaVerne,
B.A. Ripon College

Trevor Steinbach, Ed.D.
National College of Education at Evanston,
C.A.S., M.Ed. National College of Education at Evanston,
B.S. Illinois State University

Mary Terrell, M.S.W.
Aurora University,
B.A. Governors State University

Kenneth Tyler, Ed.D.
Northern Illinois University,
M.S. Ed. Northern Illinois University
B.S. Drake University

Craig Weber, M.S. Ed.
Northern Illinois University,
B.A. Aurora University
Social Studies/Science

Janet Williams, M.Ed.
Benedictine University,
B.S. Southern Illinois University
# Master of Arts in Education

## Professional Core

(semester-hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 400</td>
<td>Preclinical Experience</td>
<td>1</td>
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<tr>
<td>EDUC 517</td>
<td>Introduction to Technology</td>
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<tr>
<td>or</td>
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<tr>
<td>EDUC 518</td>
<td>Survey of Instructional Technology</td>
<td>1</td>
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<tr>
<td>EDUC 540</td>
<td>Survey of Exceptional Children</td>
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<tr>
<td>EDUC 660</td>
<td>Preparing Teachers for Inclusion</td>
<td>3</td>
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<tr>
<td>EDUC 605</td>
<td>Ethics, Education and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 610</td>
<td>Learning and Development</td>
<td>3</td>
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<td>EDUC 630</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 640</td>
<td>Assessment Measures</td>
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*This course can be substituted for EDUC 540 if a three semester-hour course in the Survey/Characteristics of Exceptional Children was completed at the undergraduate level.

## Culminating experiences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 670</td>
<td>Supervised Teaching</td>
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<tr>
<td>EDUC 699</td>
<td>Master’s Thesis</td>
<td>2</td>
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## Elementary Education

Certification in K-9 (13 semester-hours)

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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>EDUC 520</td>
<td>Holistic Reading Strategies</td>
<td>3</td>
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<tr>
<td>EDUC 525</td>
<td>Teaching Mathematics: An Interactive Process</td>
<td>3</td>
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<tr>
<td></td>
<td>(with preclinical)</td>
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</tr>
<tr>
<td>EDUC 530</td>
<td>Assessment and Corrective Reading</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(with preclinical)</td>
<td></td>
</tr>
<tr>
<td>EDUC 620</td>
<td>Instructional Strategies Across the Curriculum</td>
<td>4</td>
</tr>
</tbody>
</table>

## Special Education

Certification in K-12 (25 semester-hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 520</td>
<td>Holistic Reading Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 525</td>
<td>Teaching Mathematics: An Interactive Process</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(with preclinical)</td>
<td></td>
</tr>
</tbody>
</table>

## Secondary Education

Certification in 6-12 (12 semester-hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 531</td>
<td>Content Area Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(with preclinical)</td>
<td></td>
</tr>
</tbody>
</table>

*Select one course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 531</td>
<td>Curriculum and Instructional Methods in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 532</td>
<td>Curriculum and Instructional Methods in English</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 533</td>
<td>Curriculum and Instructional Methods in Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 534</td>
<td>Curriculum and Instructional Methods in Science</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 535</td>
<td>Curriculum and Instructional Methods in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 536</td>
<td>Curriculum and Instructional Methods in Business, Marketing and Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 543</td>
<td>Middle School Philosophy And Curriculum and Instruction (with preclinical)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A second content area methods course (with preclinical)</td>
<td>3</td>
</tr>
</tbody>
</table>
Electives for secondary education: 6 credits

Select 6 semester-hours of elective coursework from the following:

EDUC 512  Reading, Writing and Thinking in the Middle and Secondary School Curriculum (3)
EDUC 518  Survey of Instructional Technology (1)
EDUC 520  Holistic Reading Strategies (3)
EDUC 530  Assessment and Corrective Reading (with preclinical) (3)
EDUC 552  Leadership (1)
EDUC 555  Classroom Management (with preclinical) (3)
EDUC 556  Strategy and Implementation (1)
EDUC 557  Organizational Culture (1)
EDUC 565  Learning Behavior Characteristics of Individuals with Learning Disabilities (3)
EDUC 570  Learning Behavior Characteristics of Individuals with Emotional Disorders (3)
EDUC 573  Performance Appraisal (1)
EDUC 581  Team Building (1)
EDUC 582  Conflict Management (1)
EDUC 583  Organizational Assessment (1)
EDUC 592  Managing Diversity (1)
EDUC 615  Curriculum Development and Evaluation (3)
EDUC 625  Learning Behavior Methods of Teaching Individuals with LD and ED (with preclinical) (3)
EDUC 650  Leadership/Motivation (3)

Master of Education

Professional Core
(11 to 17 semester-hours)

Select courses in A or B to total 11 to 17 semester hours, as per program requirement:

A
EDUC 605  Ethics, Education and Social Change (3)
B
EDUC 522  Ethics and Social Responsibility in Management (1)
EDUC 557  Organizational Culture (1)
EDUC 592  Managing Diversity (1)

A
EDUC 630  Research Methods (3)*
B
EDUC 612  Methods of Organizational Research (3)*

A
EDUC 640  Assessment Measures (3)
B
EDUC 573  Performance Appraisal (1)
EDUC 583  Organizational Assessment (1)

A
EDUC 610  Learning and Development (3)
B
EDUC 516  Adult Learning Strategies (1)
EDUC 517  Introduction to Technology (1)
EDUC 518  Survey of Instructional Technology (1)

Culminating experiences (as required):
EDUC 680  Seminar/Research in Education (3)
EDUC 681  Administrative Internship (3)
EDUC 699  Master’s Thesis/Project (2)*

*EDUC 630 or 612 and 699 are not required for the Leadership and Administration option.
Leadership and Administration
Administrative certificate
(22 semester-hours)

EDUC 501  Organization and Administration of the Schools (2)**
EDUC 509  School Law (2)**
EDUC 511  School Finance (2)**
EDUC 548  Issues and Trends in School Improvement (2)**
EDUC 552  Leadership (1)
EDUC 557  Organizational Culture (1)
EDUC 581  Team Building (1)
EDUC 582  Conflict Management (1)
EDUC 584  Strategy for Change (1)
EDUC 591  Family, School and Community (3)**
EDUC 615  Curriculum Development and Evaluation (3)
EDUC 650  Leadership/Motivation (3)

**Students may transfer up to 12 semester-hours of coursework completed through Benedictine University’s Teacher Inservice for DuPage Educators/TIDE program.

This option leads to a Type 75 administration certificate (general administrative endorsement), which requires a 100 clock-hour internship (EDUC 681).

Curriculum and Instruction
(16 semester-hours)

EDUC 552  Leadership (1)
EDUC 581  Team Building (1)
EDUC 582  Conflict Management (1)
EDUC 591  Family, School and Community (3)**
EDUC 615  Curriculum Development and Evaluation (3)
EDUC 620  Instructional Strategies Across the Curriculum (4)
EDUC 645  Collaborative/Consultative Teaching (3)
EDUC 660  Preparing Teachers for Inclusion (3)

**Students may transfer up to six semester-hours of related coursework completed through Benedictine University’s Teacher Inservice for DuPage Educators. Additional coursework is available (EDUC 501 and EDUC 515) for persons who hold a special certificate and want to add a supervisory endorsement.

Special Education
(19 semester-hours)

Recommended for teachers certified in elementary or secondary education.

EDUC 625  Learning Behavior Methods of Teaching Individuals with LD and ED (with preclinical) (4)
EDUC 645  Collaborative/Consultative Teaching (3)
EDUC 650  Leadership and Motivation (3)
EDUC 559  Inclusion of Children with Special Needs in Regular Education (3)
or
EDUC 660  Preparing Teachers for Inclusion (3)

Select two courses from the following:

EDUC 565  Learning Behavior Characteristics of Individuals with Learning Disabilities (3)**
EDUC 569  Learning Behavior Characteristics of Children and Adolescents Challenged/Behavior Disorders (3)*
EDUC 570  Learning Behavior Characteristics of Individuals with Emotional Disorders (3)**
EDUC 572  Learning Behavior Characteristics of Children and Adolescents with Learning Disabilities (3)*

*Students may transfer up to nine semester-hours of related coursework completed through Benedictine University’s Teacher Inservice for DuPage Educators/TIDE program.

**These courses can be integrated into a Learning Behavior Specialist I certificate (unlimited certificate).
The M.Ed. degree in Reading/Literacy can be applied to a reading specialist certificate.

**Field-Based Graduate Programs**

The School of Education offers three M.Ed. programs for teachers who are interested in an accelerated master’s degree in a cohort format. The following courses of study are available:

- **Curriculum and Technology-Integrated Instruction**
- **Leadership and Administration: Type 75**
- **Reading/Literacy**

All M.Ed. degree programs are 33 hours, are completed in 15 or 16 months and are designed for teachers seeking enhancement of their leadership potential and their understanding of methods of teaching to individual needs. Programs also are technology-integrated and based on constructivist learning perspectives. Students must have ongoing access to a computer equipped with Microsoft Office Suite.

**Curriculum and Technology-Integrated Instruction**
This M.Ed. program is designed for teachers seeking a degree program that explores and builds a knowledge base in the teaching and learning of technology-enhanced curriculum. The technology component of the M.Ed. serves multiple purposes: to develop management, research and communication skills necessary to complete the academic work of the program, to transform classroom teaching and to enhance personal effectiveness. Completion of a thesis is required.

**Leadership and Administration: Type 75**
This program is based on the Illinois State Standards for Administrators (General Certificate). The faculty in this program are recognized as being among the finest in the Chicago area and are practicing superintendents, assistant superintendents, principals and other full-time administrators. Students are required to complete 100 hours of internship experiences.

**Reading/Literacy**
The M.Ed. in Reading/Literacy offers students a focus on reading as a process and a strong research/inquiry base as technology is integrated throughout the curriculum. Completion of a thesis is required.
FIELD-BASED FACULTY
(as of Fall 2002)

Charlene Bennett, Ed.D.
Loyola University,
M.Ed. University of Illinois-Chicago,
B.A. University of Illinois-Chicago

Beth Buchler, M.Ed.
Benedictine University,
B.S. Northern Illinois University

Thomas Buller, M.Ed.
Benedictine University,
B.A. Buena Vista College

John A. Carlson, Ed.D.
Northern Illinois University,
M.S. Rensselaer Polytechnic Institute,
B.A. Concordia College at Moorhead

Daniel J. Cekay, Ed.D.
Northern Illinois University,
M.A. Governors State University,
M.S. Northern Illinois University,
B.A. Northern Illinois University

James Cunneen, Ed.D.
Northern Illinois University,
M.A. Northern Illinois University,
B.A. Northeastern Illinois University

Anne Durst, M.S.
Benedictine University,
M.S. Southern Illinois University,
B.S. Southern Illinois University

Joanne Evans, M.A.
Governors State University,
Ph.D. cand. Northwestern University,
B.S. Northwestern University

Stan Fields, Ph.D.
University of Tulsa,
M.A. University of Tulsa, B.S. University of Tulsa

David Hales, Ph.D.
Indiana State University,
M.S. Indiana State University,
B.S. Purdue University

Alicia Hall, M.A.
University of Memphis,
M.A. Governors State University,
B.S. Rochester Institute of Technology

Michele Hamil-Anderson, Ed.D.
Northern Illinois University,
M.S. Ed. Northern Illinois University,
B.S. Iowa State University

Melba Hanssen, Ed.D.
Northern Illinois University,
M.A. Governors State University,
B.S. Concordia University

Margaret Johnson, M.Ed.
National Louis University,
Type 75, Lewis University,
B.S. Western Illinois University

Mary Kelly, Ed.D.
Columbia University,
M.Ed. Columbia University,
M.S. State University of New York,
B.S. Western Michigan University

Cheryl Kopecky, Ed.D.
Northern Illinois University,
M.S. Northern Illinois University,
B.A. Lawrence University

Darlene Larson, Ed.D.
DePaul University,
M.A. DePaul University,
M.Ed. Northern Illinois University,
B.A. DePaul University

Leslie R. Luka, Ph.D.
University of Chicago,
M.S. University of Chicago,
M.A. Loyola University,
B.A. St. Mary of the Lake Seminary

Jennifer Madson, M.S.W.
Aurora University,
B.A. Indiana University

Dale Martin, Ed.D.
Western Michigan University,
M.A. Michigan State University,
B.A. Michigan State University
Donna Metlicka, M.S.
Northern Illinois University,
Ed.D. cand. Northern Illinois University,
B.S. Northern Illinois University

Roger Miller, Ed.D.
Northern Illinois University,
C.A.S. Northern Illinois University,
M.S. Bradley University,
B.S. Western Illinois University

Arthur Newbrough, Ed.D.
Northern Illinois University,
C.A.S. Northern Illinois University,
M.A. Illinois State University,
B.S. Illinois State University

Deborah Oates, Esq.
Juris Doctorate, DePaul University,
M.S. Northern Illinois University,
B.A. Washington University

Dennis O'Connell, Ed.D.
Toledo University,
C.A.S. University of Illinois,
M.S. Northern Illinois University,
B.S. Oshkosh State University

James R. Polzin, Ed.D.
Northern Illinois University,
C.A.S. Northern Illinois University,
M.Ed. DePaul University,
B.S. Eastern Illinois University

Geraldine Rounds, M.Ed.
National Louis University,
C.A.S. National Louis University,
B.S. State University of New York

Betty Schiddell, Ph.D.
University of Illinois-Chicago,
M.S. Northeastern Illinois University,
B.A. Northeastern Illinois University

Craig Schilling, Ed.D.
Northern Illinois University,
C.A.S. Northern Illinois University,
M.Ed. Boston University,
B.S. University of Maryland

Betty Sixsmith, M.Ed.
John Carroll University,
C.A.S. National Louis University,
B.A. John Carroll University

Trevor Steinbach, Ed.D.
National College of Education at Evanston,

Attila Weninger, Ph.D.
Northwestern Illinois University,
M.A. Northwestern Illinois University,
B.A. Michigan State University

Gale Wiedman, Ph.D.
Northwestern Illinois University,
M.S. Northwestern Illinois University,
B.S. Southern Illinois University

Leann Wille, M.Ed.
University of Illinois, B.S. University of Illinois

William Zelke, Ed.D.
Loyola University,
M.S. Illinois State University,
B.S. Illinois State University
The Certificate Program

Benedictine University offers a certificate program in advanced studies in education. This program has been developed for those individuals who:

- already have a master's degree and wish to do further graduate work without committing to another degree program or
- wish to engage in graduate study beyond the baccalaureate degree with no commitment to a master's degree program.

This program is especially suited for educators who wish to enhance previously gained skills, acquire new skills and keep abreast of the latest educational theory and practice. There are no specific course requirements. Rather, a program of study specific to the needs of each student is developed (15 semester-hours for Certificate I, 30 semester-hours for Certificate II). All coursework for the certificate must be at the graduate level. Up to six semester hours of transferred graduate credit can be applied to the certificate program.

Alternative Certification

Benedictine University is offering an opportunity to travel a meaningful, alternative route to teacher certification. The Alternative Teacher Certification Program in Science is designed for individuals who have earned at least a bachelor's degree in science, possess five years of scientific work experience and are interested in teaching science in grades 6 to 12.

The program is 12 months in duration and includes an orientation, an intensive course of study in educational theory, instructional methods and teaching practices during an eight-week summer session and a yearlong, paid internship in a middle school or high school. Successful completion of the program leads to an Illinois state certification in secondary education and 24 hours of graduate course credit toward a master's degree in education at Benedictine University.

Visit Benedictine University on the Web at www.ben.edu for more information on the Alternative Certification program.
Management and Organizational Behavior

In this competitive and complex era, companies are demanding managers who can effectively achieve financial results and efficiently manage human resources. The Master of Science in Management and Organizational Behavior program at Benedictine University is recognized both locally and nationally as a leader in providing education geared toward managing the human side of organizations.

Competence in the “human side of enterprise,” including global interdependence, workforce diversity and the management of change, has become the hallmark of excellent managers and leading-edge companies. The Management and Organizational Behavior (M.O.B.) program blends a practitioner orientation with a combined academic, theoretical and research focus to provide a relevant and balanced approach to managerial skill development. The curriculum provides students with a solid foundation in the traditional areas of management skills, such as strategic planning, managerial accounting and information management. Most of all, we foster collaborative faculty-student relationships aimed at achieving a common goal: learning to create and sustain excellence in management.

The M.O.B. program has its roots in the Group Work Administration program at George Williams College. The primary mission of this program was the training of administrators for the management of community service agencies. In 1971, the mission of the department expanded dramatically when it was refocused to include education in the “human side of management” and management for business, as well as not-for-profit organizations. The emphasis on the human element of management with its origins in humanism and the applied behavioral sciences is a constant which characterizes all major facets of the curriculum.

Dr. Peter F. Sorensen, Jr. became director of the program in 1970 and was instrumental in shaping and implementing this new direction. In 1986, the program moved to Benedictine University, where it has flourished. Not only does Benedictine’s M.O.B. program boast world-renowned faculty members, it is ranked among the top three programs of its kind by the Organization Development Institute.

Most of the students enrolled in the program live and work in Chicago and the surrounding suburbs. However, we also greet students from other parts of the country. The program is designed around the fact that many students are working professionals. Classes are scheduled in the evenings and on weekends to accommodate the needs of students. Eighty-five percent of the degree can be completed through weekend coursework. Most students complete their degree in two to four years of part-time enrollment.

In addition to the master’s in Management and Organizational Behavior, the program also offers several certificate programs. These certificate programs address the education and skill development needs of people who have completed undergraduate degrees but may not wish to pursue a graduate degree. Further, many people who have graduate degrees find the certificate programs to be educational solutions for career development without having to complete an additional master’s or doctoral degree.

Through the many course offerings and certificate programs, the M.O.B. program at Benedictine University is sure to be an important stepping-stone in the professional development of any degree-seeking professional. The demand for
educated professionals who can effectively change and lead organizations is the perfect reason to get an M.O.B. degree from Benedictine University.

The Organization Development and Human Resources curriculums are based on professional competencies as identified by the Organization Development and Human Resource Professional Associations.

**Organization Development Professional**

Students accepted into the program may take Organization Development (O.D.) courses as part of their curriculum and may choose to major in the O.D. concentration. Students intending to apply O.D. concepts and techniques as a major career activity have the opportunity to apply to the department for participation in the O.D. Professional (O.D.P.) curriculum.

Designation as an O.D.P. student involves a more extensive educational experience designed to provide guidance and socialization into the O.D. profession.

Upon graduation, the designation of O.D.P. is entered onto the student’s transcript and the examination requirements for status as a Registered Organization Development Consultant (R.O.D.C.) are automatically waived by the International Registry of Organization Development Professionals. Requirements for the O.D. curriculum consist of the basic program requirements plus:

1. Completion of the O.D.P. application process (including a personal interview with the program director).
2. Completion of all required courses in the O.D. track (unless specifically waived by the department) and additional courses designated as required for O.D.P. students.
3. Completion of an O.D. internship.
5. Presentation of a paper at a regional or national O.D. conference.
6. Membership in a departmentally approved O.D. professional organization.
7. Participation in planning and organizing a regional or national O.D. conference.

Acceptance as an O.D.P. student requires the approval of two members of the O.D. faculty who will serve as the student’s sponsors through the program.
FULL-TIME FACULTY

Peter F. Sorensen, Jr., Ph.D.
Professor and Chair of Management and Organizational Behavior Program (1985)
Ph.D., 1971, Illinois Institute of Technology
M.A., 1966, Roosevelt University; B.A., 1961

ADJUNCT FACULTY
(as of Fall 2002)

John Aaron, Ph.D.
University of Illinois at Chicago

Akinyinka O. Akinyele, Ph.D.
District Manager, UPS in Chicago

Casey Boguslaw
Process Analyst, Commonwealth Edison

Bruce Buchowicz, Ph.D.
Professor, M.B.A. programs, Benedictine University

Jill Chapman, J.D.

David Cooperrider, Ph.D.
Associate Professor, Organizational Behavior
Weatherhead School of Management,
Case Western Reserve University

Philip J. Dobias, M.S.

Marie Dres, M.S.O.B.
Management Consultant

William Doucette, M.S.I.R.
Vice President Human Resources
Edward Don and Company

Bernie Dyme, L.C.S.W.
President, Perspectives Ltd.

Christopher A. Easley, Ph.D.
University Professor of Management
M.B.A. Program Coordinator
Governor’s State University

Tracy L. Elazier, Ph.D.
Director, Strategic Education Initiatives
Motorola University

Mary Ferdig, Ph.D.
Principal, Organization Development and Change

Christopher Fernandez, Ph.D.
Product Manager, Lucent Technologies

Robert Gerst, M.S.
Senior Vice President, Human Resources
Jones Lang LaSalle

George Graham, M.S.M.O.B.
Principal, Innerchange, Inc.

Robert Greene
Director, Human Resource Management Systems Consulting, Oracle Corporation

Toni Hupp, M.S.
Author on Organizational Design
President, Organizations by Design

Judith Kehoe, M.S.
Human Resource Consultant
Wessels and Pautsch

Joan Kielbasa, M.S.
Assistant Vice President, Human Resources
ABN AMRO, North America, Inc.

Marie Kisiel, Ph.D.

William Klaves, M.B.A., M.S.

Michael Komos, M.B.A.

Dennis Kripp, Ph.D.
Organizational Development Consultant
Jim Ludema, Ph.D.
Benedictine University Ph.D. program

Michael Mantel, Ph.D.
Managing Director, World Vision

Roger March
International Training and Organizational Development

Barbara Maxson, Ed.D, M.A., M.S.O.B.

Mark Michaels, M.P.A.
President, People Technologies
Brian Montgomery, J.D.
Member of the Illinois Bar
Winston and Strawn

John Morrow, Ph.D., M.S., M.A.
Resource Development Administration
City Colleges of Chicago

Michael Mulhern, J.D.
Member of the Illinois Bar
Winston and Strawn

Janice Nelson
Founder, Organization Excellence, Inc.

Nazneen Razi, Ph.D.
CNA Insurance

Robert Roberts, Ph.D.
Benedictine University

Robert Rodriguez, M.S.

Bruce Runnfeldt, M.S.M.O.B.
Principal, Innerchange, Inc.

Joseph Rybowiak, M.S.O.D.
President, Definitive Consulting

Jay Slaughter, M.S., S.P.H.R.
Regional Manager of Employee Relations,
BOC Gases

Lyle Smith, Ph.D.

Donald Strauss, M.A.
Director of Human Resources, Panasonic

Trish Svehla, M.B.A.
President, Svehla Consultants

Ramkrishnan Tenkasi, Ph.D.
Benedictine University Ph.D. program

Joseph Torres, J.D.
Member of the Illinois Bar
Winston and Strawn

Stephen Treacy, M.S.O.D.
Principal, Steve Treacy and Associates

Nancy Voss, M.S.O.D.
President, Voss Consulting Inc.

Wallace Williams, M.B.A.
Retired professor of Marketing and Strategic Management at Benedictine University and a consultant
Curriculum

The master of science in Management and Organizational Behavior requires 64 quarter-hour credits. It consists of a general management core and a choice of seven concentrations. A minimum of 12 credits is required in a concentration; the management core contains 34 credit-hours.

Management core:

- **MGMT 500** Accounting for Managers (4)
- **MGMT 521** Career and Human Resource Planning (2)
- **MGMT 522** Ethics and Social Responsibility in Management (2)
- **MGMT 530** Organizational Behavior (4)
- **MGMT 540** Data Processing and Management (4)
- **MBA 641** Information Technology Management (4)
- **MGMT 591** Contemporary Trends in Change Management (1) (students must successfully complete a minimum of two MGMT 591 classes during the program)
- **MGMT 612** Methods of Organizational Research (4)
- **MGMT 634** Strategy, Structure and Decision Making (4)
- **MGMT 671** Strategic Management (to be taken as last core course) (4)
- **STAT 511** Introduction to Statistical Analysis (4)
- **MBA 541** Business Statistics (4)

Concentrations

The concentrations available include:
- Health Administration
- Human Resource Management
- Human Service Administration
- International Management
- Management and Organizational Behavior
- Management in a Professional Technical Environment
- Organization Development

Health Administration

This concentration emphasizes basic management skills and knowledge in the health administration field. It combines courses in management with courses in health administration. It is most appropriate for students preparing for careers in health administration. Note: Other M.P.H. and M.S.M.O.B. courses may be substituted with the approval of the M.S.M.O.B. program director. To earn the managed care certificate within the Health Administration concentration, selections must include MPH 671 and MPH 672.

- **MGMT 535** Strategic Management for Small Organizations (2)
- **MGMT 558** Service Management (2)
- **MGMT 561** Marketing — Concepts and Planning (2)*
- **MGMT 635** Business Process Redesign (2)
- **MPH 602** U.S. Health Care System (4)*
- **MPH 605** Environmental Health (2)
- **MPH 608** Financial Planning for Health Care Organizations (2)*
- **MPH 623** Legal Aspects of Health Care Administration (2)*
- **MPH 653** Occupational and Environmental Health (4)
- **MPH 668** Health Services Marketing (2)
- **MPH 671** Managed Care Environment (2)
- **MPH 672** Managed Care Impact on Care Delivery (2)
- **MPH 679** Advanced Topics in Managed Care (1)
- **MIS 546** Systems Analysis and Design (4)
- **MIS 648** Information Management in Health Care (2)
- **MIS 649** Advanced Topics in Health Information Systems Management (2)
- **MIS 650** Issues in Health Information Systems (2)

*Required
Human Resource Management

This concentration emphasizes developing skills and knowledge in the human resource function. Coursework addresses core areas such as strategic human resource planning, training and compensation and benefits, as well as such current, critical areas as human resource information systems, diversity and international human resource issues.

This curriculum is most appropriate for students who are preparing for entry into or career advancement in this field. In addition, the emphasis on human resource management offers key skill development for line managers who are increasingly responsible for human resource functions such as recruitment or performance evaluation. Experienced human resource professionals will benefit from advanced education in strategic human resource development and managing in a complex global environment. Students are invited to seek advisement in planning beyond the basic skills courses.

MGMT 516  Adult Learning Strategies (2)
MGMT 517  Introduction to Technology (2)
MGMT 518  Survey of Instructional Technology (2)
MGMT 525  Legal Issues in Human Resource Management (2)
MGMT 570  Human Resource Management Overview (2)*
MGMT 571  Labor Relations (2)*
MGMT 572  Compensation and Benefits (2)*
MGMT 573  Performance Management Systems (2)
MGMT 574  Affirmative Action (2)*
MGMT 575  Employee Assistance Programs (Trends, Implementation and Management) (2)
MGMT 577  Microcomputer Applications for Human Resource Management (2)
MGMT 578  Recruitment and Selection (2)*
MGMT 579  Training and Development Overview (2)*
MGMT 587  Global Human Resource Issues (2)
MGMT 592  Managing Diversity (2)
MGMT 615  Instructional Design (4)
MGMT 641  Training and Performance Issues (4)

*Required

Human Service Administration

This concentration emphasizes basic management skills within not-for-profit and community service organizations. It combines courses in management skills and knowledge with those in counseling psychology and is most appropriate for those seeking career advancement in social service and community organizations.

MGMT 526  Board and Agency Relations (2)*
MGMT 527  Funding and Grantsmanship (2)*
MGMT 552  Leadership (2)*
MGMT 553  Organization Design (2)
MGMT 556  Strategy and Implementation (MBO) (2)*
MGMT 557  Organizational Culture (2)
MGMT 558  Service Management (2)
MGMT 559  Entrepreneurship (4)
MGMT 561  Marketing — Concepts and Planning (2)*
MBA 668  Services Marketing (2)
MPH 668  Health Services Marketing (2)

*Required
International Management

This concentration emphasizes the development of effective management skills for today’s increasingly uncertain and change-oriented global environment. It combines courses in management and organization development with seminars that specifically address the many variables of local situations differentiated by national origin. This curriculum is most appropriate for students preparing for entry or career advancement in global organizations, domestically or abroad.

MGMT 532 Organization Development (4)
MGMT 552 Leadership (2)
MGMT 557 Organizational Culture (2)
MGMT 561 Marketing — Concepts and Planning (2)
MGMT 586 International Organization Development (2)*
MGMT 587 Global Human Resource Issues (2)*
MGMT 588 International Dimensions of Finance (2)*
MBA 581 Area Studies (2)
MBA 639 International Business (4)*
MBA 686 International Marketing (2)*

*Required

Management in a Professional Technical Environment

This concentration is designed to develop conceptual and applied skills in the management of highly skilled professionals working in complex, technical work environments. Students interested in acquiring additional coursework in special areas, for example, management information systems, human resource or organization development, may contact an advisor to discuss additional work in their area of interest.

MGMT 532 Organization Development (4)
MGMT 552 Leadership (2)
MGMT 553 Organization Design (2)
MGMT 556 Strategies and Implementation (MBO) (2)
MGMT 557 Organizational Culture (2)*
MGMT 559 Entrepreneurship (4)
MGMT 573 Performance Appraisal (2)
MGMT 578 Recruitment and Selection (2)
MGMT 580 Group Dynamics (4)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)
MGMT 584 Strategies for Change (2)
MBA 641 Information Technology Management (4)*
MBA 686 International Business (4)*
MBA 691 Management of Information Technology Lecture Series (1-2)

*Required

Management and Organizational Behavior

This concentration emphasizes developing basic line management skills and knowledge with advanced work in organizational behavior. It is most appropriate for students preparing for management positions.

MGMT 552 Leadership (2)*
MGMT 553 Organization Design (2)*
MGMT 555 Power Strategies (2)*
MGMT 556 Strategy and Implementation (MBO) (2)*
MGMT 557 Organizational Culture (2)*
MGMT 558 Service Management (2)
MGMT 559 Entrepreneurship (4)

*Required
Organization Development

This concentration emphasizes basic and advanced organization development skills in leading organizational change within groups and organizations. The management of change within complex organizational environments is the focus of the more advanced courses. This curriculum encompasses a broad range of courses which address a variety of topics, methods and career development needs. Students are invited to seek advising for assistance in planning beyond the basic skills courses.

MGMT 516 Adult Learning Strategies (2)
MGMT 517 Introduction to Technology (2)
MGMT 518 Survey of Instructional Technology (2)
MGMT 532 Organization Development (4)*
MGMT 579 Training and Development Overview (2)
MGMT 580 Group Dynamics (4)**
MGMT 581 Team Building (2)*
MGMT 582 Conflict Management (2)*
MGMT 583 Organizational Assessment (2)*
MGMT 584 Strategies for Change (2)*
MGMT 585 High Performance Work Systems/Large Group Interventions (2)
MGMT 586 International Organization Development (2)**
MGMT 593 Process Consultation (2)**
MGMT 594 Managing Quality (2)
MGMT 595 Tools and Techniques for Quality Management (2)
MGMT 635 Business Process Redesign (2)**
MGMT 636 Advanced Methods of Organization Development (4)**
MGMT 641 Training and Performance Issues (4)
MGMT 684 Instrumentation and Organizational Change (2)
MGMT 691 Advanced Topics in Organization Development (1-2)**
MGMT 692 O.D. Consulting Practicum (2)

*Required
** Indicates courses required for students registered for the Organization Development Professional track

Certificate Programs

The certificate programs at Benedictine University are an excellent way to get started on a degree or gain that extra edge in a profession. Designed to meet the growing need for effective, cutting-edge management skills, our programs are always being updated to reflect current job market needs.

Some students choose the certificate programs as a shorter, more focused alternative to a graduate degree programs. Some students plan to apply the certificate credits to a degree program at a later date. Others, who may already have an advanced degree, enter the program to update their skills or embark on a new area of specialization.

Students seeking a certificate are not required to submit an application for degree-seeking status, which means students can start classes right away. A course may be applied to one certificate only.

Change Management Consulting (16 credits)

This program is a compilation of new and existing coursework within the Management and Organizational Behavior program. It provides courses on entering and contracting, organizational assessment, process consultation and work/process redesign. Sixteen credits are required to complete this certificate. The courses are as follows:

MGMT 532 Organization Development (4)*
MGMT 583 Organizational Assessment (2)*
MGMT 585 High Performance Work Systems/Large Group Interventions (2)
MGMT 593 Process Consultation (2)*
MGMT 594 Managing Quality (2)
MGMT 595 Tools and Techniques for Quality Management (2)
MGMT 635 Business Process Redesign (2)*
MGMT 636 Advanced Methods in Organization Development (4)
MGMT 637 Action Learning Laboratory (2)
MGMT 684 Instrumentation and Organizational Change (2)
MGMT 691 Advanced Topics in Organization Development (1-2)
Health Administration  
(16 credits)

This program is designed for both current health administrators who want to increase their career mobility and functional specialists desiring career advancement in health administration. The courses are as follows:

- MGMT 500 Accounting for Managers (4)*
- MGMT 526 Board and Agency Relations (2)
- MGMT 527 Funding and Grantsmanship (2)
- MGMT 530 Organizational Behavior (4)*
- MGMT 558 Service Management (2)
- MGMT 561 Marketing — Concepts and Planning (2)*
- MPH 602 U.S. Health Care System (4)*
- MPH 623 Legal Aspects of Health Care Administration (2)*
- MPH 608 Financial Planning in Health Care Organizations (2)
- MPH 641 Principles of Occupational Health and Safety (2)
- MPH 671 Managed Care Environment (2)
- MPH 672 Managed Care Impact on Care Delivery (2)
- MIS 648 Information Management in Health Care (2)
- MIS 649 Advanced Topics in Health Information Systems Management (2)

* Required

International Management  
(12 credits)

The certificate is designed for managers who work currently, or expect to work, in global organizations, domestically or abroad. The courses are as follows:

- MGMT 586 International Organization Development (2)
- MGMT 587 Global Human Resource Issues (2)
- MBA 581 Area Studies (2)
- MBA 591 Special Topics (4)
- MBA 639 International Business (4)*
- MBA 686 International Marketing (2)

* Required
Managed Care
(16 credits)

This certificate is designed to help providers, payers, medical suppliers, human resource managers and managers of health care succeed in the evolving health care environments. The courses are as follows:

- MPH 602 U.S. Health Care System (4)*
- MPH 608 Financial Planning in Health Care Organizations (2)
- MPH 623 Legal Aspects of Health Care Administration (2)*
- MPH 671 Managed Care Environment (2)*
- MPH 672 Managed Care Impact on Care Delivery (2)*
- MPH 668 Health Services Marketing (2)
- MPH 679 Advanced Topics in Managed Care (1-2)
- MGMT 500 Accounting for Managers (4) or MBA 500 Financial Accounting (4)
- MGMT 558 Service Management (2)
- MGMT 561 Marketing — Concepts and Planning (2) or MGMT 535 Strategic Management for Small Organizations (2)
- MGMT 594 Managing Quality (2)
- MGMT 595 Tools and Techniques for Quality Management (2)
- MGMT 635 Business Process Redesign (2)
- MIS 546 Systems Analysis and Design (4)
- MIS 683 Information Management in Health Care (2)

Management in a Professional Technical Environment
(16 credits)

This certificate is designed to address the needs of line and staff managers in complex technical environments. The emphasis is on the integration of technical and organizational behavior knowledge toward the development of high performance work units. The courses are as follows:

- MGMT 530 Organizational Behavior (4)*
- MGMT 552 Leadership (2)
- MGMT 580 Group Dynamics (4)
- MGMT 581 Team Building (2)
- MGMT 582 Conflict Management (2)
- MGMT 584 Strategies for Change (2)
- MGMT 594 Managing Quality (2)

Management Consulting
(12 credits)

Individuals who are currently involved in management consulting, contemplating establishing a consulting practice or employed as internal consultants in large organizations should find this certificate of interest. The courses are as follows:

- MBA 668 Services Marketing (2)
- MGMT 535 Strategic Management for Small Organizations (2)
- MGMT 558 Service Management (2)
- MGMT 559 Entrepreneurship (4)
- MGMT 579 Training and Development Overview (2)
- MGMT 583 Organizational Assessment (2)
- MGMT 593 Process Consultation (2)
- MGMT 635 Business Process Redesign (2)
- MIS 546 Systems Analysis and Design (4)
- MIS 683 Project Management (2)

Management in a Professional Technical Environment
(16 credits)

This certificate is designed to meet the needs of students and professionals interested in organization development. Both entry-level and advanced courses are available.

- MGMT 532 Organization Development (4)*
- MGMT 580 Group Dynamics (4)
- MGMT 581 Team Building (2)
- MGMT 582 Conflict Management (2)
- MGMT 583 Organizational Assessment (2)
- MGMT 584 Strategies for Change (2)
- MGMT 585 High Performance Work Systems/Large Group Interventions (2)
- MGMT 586 International Organization Development (2)
Professional Practice Management (14 credits)

This certificate is designed to develop and enhance the management skills of independent practitioners. The courses are as follows:

- MGMT 500 Accounting for Managers (4)*
- MGMT 526 Board and Agency Relations (2)
- MGMT 532 Organization Development (4)
- MGMT 535 Strategic Management for Small Organizations (2)*
- MGMT 552 Leadership (2)
- MGMT 558 Service Management (2)
- MGMT 561 Marketing — Concepts and Planning (2)
- MGMT 594 Managing Quality (2)*

*Required

Service Management (16 credits)

As the nation has moved from the industrial age to an environment of service providers, a need has developed for a greater understanding of how these service-based companies best operate. Through this program, students will prepare themselves to fill that void by:

- enhancing skills in the areas of marketing, quality management, customer responsiveness and strategic management of service organizations,
- building knowledge of the theory and practice of sound business principles for highly successful service organizations and developing expertise suited for the unique recruitment, retention and employee development needs of service organizations.

The courses are as follows:

- MGMT 500 Accounting for Managers (4)
- MGMT 530 Organizational Behavior (4)
- MGMT 552 Leadership (2)
- MGMT 558 Service Management (2)*
- MGMT 559 Entrepreneurship (4)
- MGMT 561 Marketing — Concepts and Planning (2)
- MGMT 592 Managing Diversity (2)
- MGMT 594 Managing Quality (2)*
- MGMT 595 Tools and Techniques for Quality Management (2)
- MGMT 635 Business Process Redesign (2)
- MBA 633 Human Resource Management and Development (4)
- MBA 668 Services Marketing (2)*
- MIS 546 Systems Analysis and Design (2)

Training and Development (16 credits)

This certificate is designed to help line managers, organization development professionals and human resource students and practitioners develop or enhance skills in the design and delivery of training and instructional programs. The emphasis is on the role of training as an integral component of an overall organizational improvement strategy. The courses are as follows:

- MGMT 516 Adult Learning Strategies (2)
- MGMT 517 Introduction to Technology (2)
- MGMT 518 Survey of Instructional Technology (2)
- MGMT 532 Organization Development (4)*
or
- MGMT 521 Career and Human Resource Planning (2)
- MGMT 579 Training and Development Overview (2)*
- MGMT 581 Team Building (2)
- MGMT 582 Conflict Management (2)
- MGMT 592 Managing Diversity (2)
- MGMT 641 Training and Performance Issues (4)*

*Required
Benedictine University sponsors a weekend Management Lecture Series — Contemporary Trends in Change Management. This series brings to campus top national academicians and consultants to address state-of-the-art issues in organizational behavior, organization development and human resources management. The workshops carry one graduate credit. Speakers in the past have included:

**1977**
- Dr. Robert Blake
  President, Scientific Methods, Inc.
- Dr. Jane Mouton
  Vice President and Co-founder, Scientific Methods, Inc.
- Dr. Edgar Schein
  Professor of Management, Massachusetts Institute of Technology

**1977/1978**
- Richard Beckhard
  Lecturer, Sloan School of Management, Massachusetts Institute of Technology
- Dr. Rosabeth Kanter
  Professor of Management, Harvard Business School
- Edie Seashore
  President, NTL Institute

**1978/1979**
- Dr. Frank Friedlander
  Organizational Development and Management Consultant
- Dr. J. Richard Hackman
  Professor of Social and Organizational Psychology, Harvard Business School
- Dr. Fred I. Steele
  Partner, Development Research Association

**1979/1980**
- Dr. Robert Blake
  President, Scientific Methods, Inc.
- Dr. Jane Mouton
  Vice President and Co-founder, Scientific Methods, Inc.
- Dr. Robert T. Golembiewski
  Research Professor, Political Science and Management, University of Georgia
- Dr. Marvin Weisbord
  Director of Organizational Research; Vice President, Division of Block Petrella Association

**1980/1981**
- Dr. Michael Beer
  Lecturer, Harvard Business School
- Dr. Howard V. Perlmutter
  Professor of Social Architecture, The Wharton School of Business, University of Pennsylvania

**1981/1982**
- Dr. John Adams
  Independent Consultant; Former Director, Professional National Training Laboratories
- Dr. Clayton P. Alderfer
  Professor and Director of Advanced Management Studies, Yale University
- Dr. Leonard A. Schlesinger
  Associate Professor of Business Administration, Harvard Business School

**1982/1983**
- Dr. R. J. Bullock
  Assistant Professor of Psychology, University of Houston
- Dr. Alan R. Cohen
  Professor of Management, Babson College; Senior Vice President, Goodmeasure, Inc.
- Dr. David A. Nadler
  Associate Professor in Organizational Behavior, Graduate School of Business, Columbia University

**1983/1984**
- Billie Alban
  Organizational Consultant, Alban and Williams Ltd.
- Dr. Craig Lundberg
  School of Hotel Administration, Cornell University
- Dr. Newton Margulies
  Professor of Management, Graduate School of Business, University of Southern California
- Walter Williams
  Organizational Consultant, Alban and Williams Ltd.

**1984/1985**
- Dr. W. Warner Burke
  Professor of Psychology and Education, Columbia University
- Dr. Jay R. Galbraith
  President, Management Consultants, Ltd.
- Dr. Jeffery A. Sonnenfeld
  Emory University
1985/1986
Dr. Lee Bolman
Lecturer,
Graduate School of Education,
Harvard University

Dr. David Bradford
Lecturer,
Graduate School of Business,
Stanford University

Dr. Kathy Kram
Assistant Professor,
School of Management,
Boston University

1986/1987
Dr. L. David Brown
School of Management,
Boston University

Dr. Donald Cole
Director,
Organizational Development Institute

1987/1988
Dr. Leonard A Schlesinger
Executive Vice President,
Au Bon Pain, Inc.

Dr. Fred Foulkes
Professor of Management Policy;
Director, Human Resources,
Policy Institute,
School of Management,
Boston University

1988/1989
Dr. Ella Bell
University of Massachusetts

Dr. Fernando Bartolome
Professor of Management,
Bently College

1989/1990
Dr. Ramon Aldag
Professor of Management and Organization,
The School of Business,
University of Wisconsin-Madison

Dr. Paul Hirsh
Professor of Strategy and Organizational Behavior,
Northwestern University,
Graduate School of Business

1990/1991
Dr. Gary Loveman
Assistant Professor,
Graduate School of Business Administration,
Harvard University

Dr. William R. Torbert
Professor of Management,
Carroll School of Management,
Boston University

1991/1992
Dr. R. J. Bullock
Founder of Change;
Former Assistant Professor of Organizational Development,
University of Houston

Dr. Philip Mirvis
Independent Consultant;
Former Associate Professor,
The Center for Applied Social Science, Boston University

1992/1993
Dr. Lee Bolman
Marion Bloch Professor of Leadership,
Bloch School of Business and Public Administration,
University of Missouri-Kansas City

Dr. Andre´ L. Delbecq
Professor of Management,
Leavoy School of Business and Administration,
Santa Clara University

1993/1994
Richard Beckhard
Professor Emeritus,
Sloan School of Management,
Massachusetts Institute of Technology

1994/1995
Dr. Edward E. Lawler III
Professor of Management and Organization;
Director of Center for Effective Organizations, Business School,
University of Southern California

Dr. Ian I. Mitroff
Harold Quinton Distinguished Professor of Business Policy,
Director of Center for Crisis Management,
Business School,
University of Southern California

1995/1996
Dr. J. Richard Hackman
Cahners-Rabb Professor of Social and Organizational Psychology,
Harvard University

Dr. Franklin Becker
Professor in the College of Human Ecology;
Director of the International Workplace Studies Program,
Cornell University

Dr. Fritz Steele
Independent Consultant on Organizational and Environmental Change/Partner,
Portsmouth Consulting Group

1996/1997
Dr. Denise Rousseau
Professor of Organizational Behavior,
Carnegie Mellon University

Dr. Susan Mohrman
Senior Research Scientist,
University of Southern California
1997/1998
Dr. James Clawson
Associate Professor of Business Administration,
Darden Graduate School,
University of Virginia

Dr. Robert E. Quinn
Professor of Organizational Behavior and Human Resource Management,
University of Michigan School of Business

1998/1999
Dr. Peter Vaill
Management Education,
Graduate School of Business,
University of St. Thomas,
Minneapolis-St. Paul, Minnesota

Dr. Peter Cappelli
Professor of Management,
Director of Wharton’s Center for Human Resources,
University of Pennsylvania

1999/2000
Dr. David Cooperrider
Weatherhead School of Management,
Case Western Reserve University

Richard H. Axelrod
The Axelrod Group

2000/2001
Billie T. Alban
Alban and Williams Ltd.

Dorothy Marcic and
Richard Daft
Vanderbilt University

2001/2002
Dr. Michael Beer
Harvard Business School

Dr. Robert Blake
President, Scientific Methods, Inc. and
Dr. W. Warner Burke
Professor of Psychology and Education,
Columbia University
(see photo below)
Management Information Systems

Information systems professionals face the challenges of providing reliable, accurate and timely information to meet the demands of society’s growing dependence on information technology. The Master of Science program in Management Information Systems at Benedictine University prepares professionals for rapid advances in technology, intense global competition and more complex business environments.

The Master of Science program in Management Information Systems (M.I.S.) draws upon Benedictine University’s strong computer science program, as well as the strengths of established interdisciplinary business and health administration programs, to fulfill the needs of today’s organizations.

The program is designed for professionals who understand the strategic value of information resources and the importance of managing these resources throughout an organization. Benedictine offers a course of professional graduate study that integrates the body of knowledge in information technology with the student’s choice of a concentration, such as Business Administration, Health Administration and Integrated Marketing Communications. These concentrations are not only applicable to students’ professions, but are also key in broadening their perspectives. By effectively combining management information systems with a concentration, students become technically proficient and able to address issues such as the creative and appropriate application of information technology, the effective management of information technology and the organizational and societal impacts of information technology.

The program’s unique philosophy, integrative teaching methods and commitment to individual development are the basis for the professional achievements of its graduates. This approach gives students the unique opportunity to interact with the larger group of graduate students in all of Benedictine’s business and health administration programs. The exposure to other students with different talents, experiences and job responsibilities is a key element in each student’s development of information technology management skills.

The educational approach of the program emphasizes practical application of various business management theories and technical tools to a variety of hypothetical and real life information problems. Students gain an appreciation of the complexity of challenges associated with the management of information technology through group interaction, comprehensive projects, case analysis, research and active participation in the sharing of individual experience. It is through this variety of teaching methods that students are prepared to be leaders in the 21st century.
Curriculum

The M.I.S. program requires 64 quarter-hour credits, integrating 48 quarter-hour credits of M.I.S. courses with 16 quarter-hour credits of courses in one of several concentrations. These concentrations include Business Administration, Financial Reporting Systems, Health Administration and Management and Organizational Behavior.

The core body of knowledge in management information systems is 32 quarter-hour credits of coursework tailored to the specific needs of the student’s choice of concentration. For all concentrations, the core includes foundations of information technology, systems analysis and design, database management systems, project management, network planning and design and application development methodologies. Foundations in information technology courses include programming and computer organization and architecture. A capstone course in the strategic management of information technology also is required.

The remaining 16 quarter-hour credits of M.I.S. courses comes from a wide range of elective courses. These elective topics include data structures and algorithms, object-oriented programming, information technology in health care, consumer databases, client/server development, electronic commerce, enterprise-wide information systems, security and control and technology facilities management. A lecture series provides a forum for consideration of timely information technology topics. Independent study and internship opportunities also are available.

FULL-TIME FACULTY

John A. Cicero, Ph.D., Professor, Computer Science (1985)
Ph.D., 1984, Illinois Institute of Technology
M.S., 1978, Northwestern University
B.S., 1976, Illinois Institute of Technology

Eileen G. Clark, M.S., Associate Professor, Computer Science (1971)
M.S., 1971, Purdue University
B.S., 1969, State University of New York (Albany)

J. Kevin Doyle, Ph.D., Associate Professor, Computer Science (2001)
Ph.D., 1976; M.S., 1976; M.A., 1972, Syracuse University
B.A., 1969, University of Notre Dame

Barbara T. Grabowski, Ph.D., Professor, Management Information Systems (1992)
Ph.D., 1985; M.S., 1979, Northwestern University
B.S., 1977, Loyola University Chicago

Athanasios Markou, M.S., Instructor, Computer Science (2000)
M.S., 1989, Illinois Institute of Technology
B.S., 1986, University of Illinois-Chicago

Ralph D. Meeker, Ph.D., Professor, Physics and Computer Science (1970)
Ph.D., 1970, Iowa State University
B.S., 1967, Benedictine University

Daniel E. Nohl, Ph.D., Professor and Chair of Computer Science and Information Systems (1987)
Ph.D., 1990, Illinois Institute of Technology
M.S., 1977; B.S., 1973, University of Illinois

ADJUNCT FACULTY
(as of Fall 2002)

Richard H. Antonini, M.B.A.
Vice President, Quuorum Solutions Group, Inc.
M.B.A., Benedictine University

Steven G. Becker, M.S.
Director, Business Transformation, American Express
M.S., University of California, Berkeley
Concentrations

Business Administration

This concentration provides a basic business background potentially including a study of major business functions, such as accounting, finance, marketing, operations and organizational behavior. It is most appropriate for those students who expect to have significant interaction with all functions within an organization. It also is appropriate for those students who are considering an M.B.A. degree as a dual degree.

MIS core (32 credits):
MIS 543 Computer Programming (4)
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 683 Project Management (2)
MIS 684 Application Development Methodologies (2)
MIS 677 Knowledge-Based Systems (4)
MIS 689 Strategic Information Technology Management (4)

Business Administration (16 credits):
MBA 500 Financial Accounting (4)
MBA 510 Economics (4)
MBA 520 Managing in a Complex Environment (4)*
MBA 530 Organizational Behavior (4)
MBA 541 Business Statistics (4)
MBA 601 Managerial Accounting (4)
MBA 611 Managerial Economics (4)

*Required

Electives (16 credits):
MIS 544 Programming and Data Structures (4)
MIS 645 Object-Oriented Design (2)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 650 Issues in Health Information Systems (2)
Financial Reporting Systems

This concentration addresses the financial information needs of organizations which are increasingly decentralized and in demand of efficient resource utilization. All organizations expect meaningful financial information that is timely and accessible. This concentration is most appropriate for those students who currently hold or expect to hold accounting or financial management positions or for those students in information systems areas with significant interaction with the financial functions of their organizations.

MIS core (32 credits):
MIS 543 Computer Programming (4)
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 652 Consumer Databases (2)
MIS 653 Financial Information Systems (2)
MIS 654 Enterprise-Wide Information Systems (4)
MIS 674 Database Management Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 683 Project Management (2)
MIS 684 Application Development Methodologies (2)
MIS 689 Strategic Information Technology Management (4)

Financial Reporting Systems (16 credits):
MBA 500 Financial Accounting (4)*
MBA 541 Business Statistics (4)
MBA 601 Managerial Accounting (4)

MGMT 522 Ethics and Social Responsibility in Management (2)*
MBA 504 Corporate Accounting Theory and Practice I (4)
MBA 506 Corporate Accounting Theory and Practice II (4)
MBA 512 Federal Income Taxation (4)
MBA 513 Auditing Theory and Practice (4)
MBA 515 Advanced Accounting (4)
MBA 605 Tax Influences on Decision Making (4)

* Required

Electives (16 credits):
MIS 544 Programming and Data Structures (4)
MIS 645 Object-Oriented Design (2)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)
MIS 650 Issues in Health Information Systems (2)
MIS 651 Client/Server Development (2)
MIS 652 Consumer Databases (2)
MIS 654 Enterprise-Wide Information Systems (4)
MIS 656 Information Systems Security and Control (2)
MIS 657 Electronic Commerce (4)
MIS 658 Facilities and Operations Management (2)
MIS 677 Knowledge-Based Systems (4)
MIS 690 Management Information Systems Internship (1-4)
MIS 691 Management of Information Technology Lecture Series (1-2)

Health Administration

This concentration lays a foundation for managing information technology in the administration of health care services. It is important for information systems professionals and health care professionals to effectively manage and apply information technologies specific to health care. This concentration leads to the Managed Care Certificate and is appropriate for students considering an M.P.H. degree as a dual degree.
### MIS core (32 credits):

- **MIS 543** Computer Programming (4)  
- **MIS 545** Computer Organization and Architecture (4)  
- **MIS 546** Systems Analysis and Design (4)  
- **MIS 648** Information Management in Health Care (2)  
- **MIS 649** Advanced Topics in Health Information Systems Management (2)  
- **MIS 674** Database Management Systems (4)  
- **MIS 681** Network Planning (2)  
- **MIS 682** Network Design (2)  
- **MIS 683** Project Management (2)  
- **MIS 684** Application Development Methodologies (2)  
- **MIS 689** Strategic Information Technology Management (4)  

### Health Administration (16 credits):

- **MPH 602** U.S. Health Care System (4)*  
- **MPH 603** Ethical and Political Issues in Public Health (4)*  
- **MPH 608** Financial Planning in Health Care Organizations (2)  
- **MPH 623** Legal Aspects of Health Care Administration (2)  
- **MPH 671** Managed Care Environment (2)  
- **MPH 672** Managed Care Impact on Care Delivery (2)  
- **MPH 668** Health Services Marketing (2)  
- **MPH 679** Advanced Topics in Managed Care (1-2)  
- **MGMT 500** Accounting for Managers (4)  
- **MGMT 530** Organizational Behavior (4)  
- **MGMT 561** Marketing Concepts and Planning (2)  

* Required

### Electives (16 credits):

- **MIS 544** Programming and Data Structures (4)  
- **MIS 645** Object-Oriented Design (2)  
- **MIS 650** Issues in Health Information Systems (2)  
- **MIS 651** Client/Server Development (2)  
- **MIS 652** Consumer Databases (2)  
- **MIS 653** Financial Information Systems (2)  
- **MIS 654** Enterprise-Wide Information Systems (4)  
- **MIS 656** Information Systems Security and Control (2)  
- **MIS 657** Electronic Commerce (4)  
- **MIS 658** Facilities and Operations Management (2)  
- **MIS 677** Knowledge-Based Systems Management (4)  
- **MIS 600** Independent Study (1-4)  
- **MIS 690** Management Information Systems Internship (1-4)  
- **MIS 691** Management of Information Technology Lecture Series (1-2)

### Management and Organizational Behavior

This concentration emphasizes organizational behavior, organization development and human resource skills critical in creating high performance work teams to design, construct and implement information systems successfully. It is most appropriate for those students who wish to emphasize people-related skills. It also is appropriate for those students who are considering a degree in Management and Organizational Behavior as a dual degree.
MGMT 552 Leadership (2)
MGMT 553 Organization Design (2)
MGMT 556 Strategy and Implementation
(MBO) (2)
MGMT 557 Organizational Culture (2)
MGMT 561 Marketing Concepts and
Planning (2)
MGMT 580 Group Dynamics (4)
MGMT 581 Team Building (2)
MGMT 582 Conflict Management (2)
MGMT 584 Strategies for Change (2)
MGMT 585 High Performance Work
Systems/Large Group
Interventions (2)
MGMT 594 Managing Quality (2)
MGMT 595 Tools and Techniques for Quality
Management (2)
MGMT 635 Business Process Redesign (2)

* Required

Electives (16 credits):
MIS 544 Programming and Data Structures (4)
MIS 645 Object-Oriented Design (2)
MIS 648 Information Management in
Health Care (2)
MIS 649 Advanced Topics in Health
Information Systems Management (2)
MIS 650 Issues in Health
Information Systems (2)
MIS 651 Client/Server Development (2)
MIS 652 Consumer Databases (2)
MIS 653 Financial Information Systems (2)
MIS 654 Enterprise-Wide
Information Systems (4)
MIS 656 Information Systems Security and
Control (2)
MIS 657 Electronic Commerce (4)
MIS 658 Facilities and Operations
Management (2)
MIS 600 Independent Study (1-4)
MIS 690 Management Information Systems
Internship (1-4)
MIS 691 Management of Information
Technology Lecture Series (1-2)

Certificate Program

Information Systems Management
(16 credits)

This certificate program provides students with a solid foundation in the field. Four courses are required to earn the certificate and all four courses can be applied toward the M.I.S. degree. Courses are offered throughout the year so that students may enroll in a timely manner. The courses required to complete the certificate are:

MIS 543 Computer Programming (4)
MIS 546 Systems Analysis and Design (4)
8 hours of M.I.S. electives
Organization Development

The Ph.D. program in Organization Development (O.D.) is dedicated to better understanding the work of the O.D. professional within the context of global trends and emerging problems. It prepares management professionals with state-of-the-art education in the field. The coursework is designed for organization development professionals who perceive the management of change and the creation of high-performance organizations as central parts of their careers. It is designed as a full-time program (eight credits per quarter), integrated with and complementary to full-time work activities. Classes generally are held on weekends.

Built on a 30-year history of successful graduate-level O.D. education, this program is intended for persons with extensive experience who currently hold responsible positions either in the field of organization development, management or a closely allied field, such as human resource management.

The master’s level O.D. program at Benedictine University was one of the first graduate O.D. programs in the country. Currently, it is the third largest behaviorally-oriented management program nationally and is one of the top-rated graduate O.D. programs internationally.

The first year of the curriculum is devoted to context courses, including a course on global trends, followed by a course on the evolution of O.D. The first set of context courses concentrates on setting the tone and developing sensitivity to the role of organization development in terms of social responsibility in the national and global arenas.

These courses review the nature of emerging problems and the role of organizations and organization development in responding to these problems. Heavy emphasis is placed on the philosophy of science and organization research and theory.

The second set of context courses places organization development within management and the strategic role of organization development. The second-year curriculum is devoted to the development of a core of organization development competencies and selected, advanced topics courses covering state-of-the-art interventions. Qualitative and quantitative research methods, as well as organizational theory and research coursework, comprise much of the second-year coursework.

The third year consists of continued advanced topics courses, including an international seminar and completion of the dissertation.

Applications for admission to the program will be reviewed again in 2004.
Curriculum

The O.D. program is designed to provide broad-based theory and research with the intent of creating scholar-practitioners capable of extending the knowledge horizons of the field. Individuals who successfully complete the program will consistently demonstrate professional competence and excellence through:

- knowledge of the history and development of the field of organization development as a scientific-applied discipline,
- knowledge of emerging concepts and theory in the field, knowledge of and commitment to the concept of the practitioner-scholar and its role in the further development of the field,
- knowledge of the current and projected global trends and problems, and the responsibility and role of the field in relationship to these trends in a global culture,
- a demonstrated command of theoretical and applied research methodologies, including but not limited to: action research, diagnostic research, evaluation research and theory building research,
- a capacity to create and use innovative intervention strategies to enhance the ability of organizations to better manage their resources and cope with turbulent and unpredictable environments,
- knowledge of and demonstrated abilities in data collection and analysis, including but not limited to: interviewing, participant-observer methods, questionnaire design, unobtrusive measures and quantitative and qualitative data analysis supported through relevant information, technology, knowledge and skill,
- demonstrated ability in general consulting and interpersonal skills, including organizational assessment, intervention strategies, process consultation, entry and contracting integrity, personal centering, active learning, trust, rapport building and modeling of behaviors in concert with the O.D. Code of Ethics,
- knowledge of and commitment to the O.D. Code of Ethics and the role of the O.D. practitioner-scholar in creating and fostering the ethical organization,
- knowledge of and demonstrated contribution to the field of organization development through:
  a. appropriate membership and leadership roles in professional organizations,
  b. regular contributions to the knowledge and critique of the field through submission to, and publication in, peer-reviewed journals and
  c. consistent presence and participation in regional and national conferences through the presentation of both scholarly and practitioner-oriented research.

Dissertation

While the program is a three-year initiative, the dissertation is designed to be integrated throughout all years of study. Students are encouraged to begin reviewing dissertation possibilities upon being accepted into the program and to continue to explore and develop dissertation topics throughout their coursework. Students are encouraged to select topics consistent with the major research themes within the program. It is expected that research topics be selected during the first year as part of the initial research course. During the second year, it would be expected that papers be presented at local or regional professional meetings as part of the learning and feedback process. In the final year of the program, during completion of the dissertation, students would be expected to present their work at national meetings and submit papers for publication.

Faculty

The program is designed to provide a forum for exposure to a wide range of contributors to the field and approaches to organization development. The program is staffed by full-time Benedictine University faculty members, complemented by a core of adjunct faculty and invited scholars. Invited, distinguished scholars, noted for their contribution to the field, are teamed with faculty when appropriate, particularly in advanced seminars.

For further information, contact:
Dr. Peter F. Sorensen, Jr., Director
or Dr. Therese Yaeger, Associate Director
FACULTY/ADMINISTRATION

Peter F. Sorensen, Jr., Director
Ph.D., 1971, Illinois Institute of Technology
M.A., 1966, Roosevelt University; B.A., 1961

Therese F. Yaeger, Associate Director
Ph.D. 2001, Benedictine University
M.S., 1996, Benedictine University
B.A., 1995, Benedictine University

James D. Ludema, Associate Professor
Ph.D., 1996, Case Western Reserve University
B.A., 1982, Calvin College

Ramkrishnan V. Tenkasi, Associate Professor
Ph.D., 1994, Case Western Reserve University
M.S., 1990, Bowling Green State University
M.A., Tata Institute of Social Sciences, India
B.A., University of Madras, India

DISTINGUISHED VISITING SCHOLARS

Billie Alban
Alban and Williams, Ltd.

Dr. Chris Argyris
Harvard University

Dick Axelrod
The Axelrod Group

Dr. Frank Barrett
Naval Post Graduate School

Dr. Jean Bartunek
Boston College

Dr. Michael Beer
Harvard Business School

Dr. Karen Whelan-Berry
Samford University

Dr. Richard Boland
Case Western Reserve University

Dr. Bruce Buchowicz
Benedictine University

Dr. W. Warner Burke
Columbia University

Dr. Peter Cappelli
Wharton School, University of Pennsylvania

Dr. John Carter
John Carter and Associates

Dr. Allan Church
Columbia University/Pepsico, Inc.

Dr. James Clawson
Darden School, University of Virginia

Dr. David Coghlan
University of Dublin

Dr. David Cooperrider
Case Western Reserve University

Dr. Richard Daft
Vanderbilt University

Dr. Mark Frankel
American Association for the Advancement of Science

Dr. Wendell French
University of Washington

Dr. Frank Friedlander
The Fielding Institute

Dr. Ronald Fry
Case Western University

Dr. William Gellerman
Dialogue Associates

Dr. Ken Gergen
Swarthmore College

Dr. Mary Gergen
Penn State Delaware County

Dr. Robert Golembiewski
University of Georgia

Dr. Thomas Head
Roosevelt University
Dr. Robert Keidel  
Wharton School, University of Pennsylvania

Dr. Henrik Holt Larsen  
Copenhagen Business School

Dr. Michael Manning  
New Mexico State University

Dorothy Marcic  
Vanderbilt University

Dr. Victoria Marsick  
Columbia University Teachers College

Dr. Susan Mohrman  
University of Southern California

Dr. Kenneth Murrell  
University of West Florida

Dr. Ellen O’Connor  
Stanford University/Chronos Associates

Dr. Brian Peach  
University of West Florida

Dr. Joanne Preston  
Pepperdine University

Dr. Ronald Purser  
San Francisco State University

Dr. Robert Quinn  
University of Michigan

Dr. John Redding  
Redding Associates

Dr. Denise Rousseau  
Carnegie-Melon University

Dr. A. B. Rami Shani  
California Polytechnic State University

Dr. Ralph Stablein  
University of Otag, New Zealand

Dr. Ralph Stacey  
University of Hertfordshire

Dr. William Torbert  
Boston College

Dr. Peter Vaill  
University of St. Thomas

Dr. Frans Vaneijatten  
Eindhoven University of Technology

Dr. Glenn Varney  
Bowling Green State University

Marvin Weisbord  
FutureSearch Associates

Dr. Christopher Worley  
Pepperdine University
Public Health

Benedictine University’s Master of Public Health (M.P.H.) program is the second largest in the state of Illinois. It combines the foundation disciplines of public health with a high degree of responsiveness to local needs and changing circumstances. Throughout its offerings, the M.P.H. program seeks to produce graduates who will be able to contribute to meeting the public health and health care needs of tomorrow. To that end, we support the professional qualifications of our students academically, professionally and personally.

The M.P.H. program is built on a base of core courses that teach the foundations of the public health processes. Students are taught by acknowledged experts in the field. Each course has a conceptual, factual, skill and outcome base. Students learn the disciplines by attaining the knowledge and skills to emulate professional functions.

Each student then concentrates on a specific area of public health. These are selected for their emphasis on concepts and processes that will be adaptable to changing circumstances. They include Administration of Health Care Institutions, Health Education, Management Information Systems, Dietetics and a new concentration in Disaster Management.

Americans have been reminded by recent events of the need to plan and coordinate these plans across the spectrum of groups and agencies that must work together to prevent, meet and recover from both manmade and natural disasters. In launching the certificate and concentration in Disaster Management, Benedictine University has become a national leader in public health education.

Recognizing that the most desirable students are often the most professionally committed, the M.P.H. program is designed for the working adult. Classes are offered in the evenings and on weekends. Students may start with the basic courses and move into their areas of concentration or begin with a certificate in a specific area of interest and then move on to the M.P.H. degree. Certificates are offered in Administration of Health Care Institutions as well as Disaster Management. There are two dual degree options, including Management of Health Information Systems and Business Administration.

The academic calendar is organized around four full academic quarters. Students may be admitted for any of these quarters. It is possible to follow either a part-time or full-time program.
FULL-TIME FACULTY

Alan Gorr, Ph.D., M.P.H.
Associate Professor and Director
Ph.D., 1971, University of Iowa; M.P.H., 1976, University of Illinois; M.A., 1967, University of Toronto; B.A., 1964, University of Iowa

Jon Colby Swanson, Ph.D.
Professor
Ph.D., 1972; M.S., 1969; B.S., 1968, University of Illinois

ADJUNCT FACULTY
(as of Fall 2002)

Lisa Acevedo, J.D.
Catherine Stein-Arnold, M.S., R.D., L.D.
Peggy Batty, M.A.
Mary Jo Cooney, M.P.H., M.B.A.
Paula Dillon, M.B.A.
Richard Felbinger, M.B.A.
George Geis, M.D.
Kathleen Goryl, M.B.A.
Philip Gruzalski, M.S.W., L.C.S.W.
Tonya Hagenbauner, M.S., R.D., L.D.
John Hickey
Theodore Hogan, Ph.D., C.I.H., L.I.H.
Emmanuel Iyiegbuniew, Ph.D.
Gloria Kensinger, R.D.
Sudha Mehta, Ph.D.
Sharon Miller, M.P.A.
Julie Moreschi-Mason, R.D.
Pamela Niemiarc, R.N., B.S.N., C.I.C., M.P.H.
Margaret O’Leary, M.D., M.B.A.
Beverly Peck, M.P.H., R.N.
Lisa Rinehart J.D., B.S.N.
Elizabeth Schuster, M.S.
Christopher C. Smith, M.B.A.
Phyllis Theodos, M.P.H.

Public Health

The M.P.H. program requires a total of 66 quarter-hour credits and has three major components:

1. A Public Health core coursework of 36 hours
2. Concentration coursework of 24 hours for most concentrations and
3. An internship of 6 to 10 hours.

Public Health Core

The required core courses in the M.P.H. program are designed to provide students with a broad range of competencies. The M.P.H. degree is designed to enable students to:

1. Search literature in order to assemble information on public health and health care problems.
2. Read and interpret basic epidemiological information and be able to apply it to selected situations.
3. Describe basic management structures in use in health care and business communities and evaluate them in relation to an organization’s mission.
4. Perform basic statistical tests and recommend and interpret the results of these tests in selected areas.
5. Assess community for health problems, sufficiency of services, health care and health education needs.
6. Assemble and deliver reports on public health, health promotion and health care problems and recommend steps to be taken.
7. Describe and evaluate the problems and prospects of the current health care system in light of past experience and current options.
8. Describe, analyze and recommend ethical alternatives to selected problem situations in public health.
9. Recommend marketing strategies for selected programs in public health and health care.
10. Describe selected health policies in their political and legal dimensions.
11. Describe the challenges to our environment and recommend how selected problems may be addressed at the local level.
Building on the core coursework, students select a concentration (20 to 24 credits) to meet their career objectives. The concentrations include the following:

- Administration of Long-Term Care
- Community Nutrition (Dietetic Internship Program)
- Health Care Administration
- Health Education
- Health Policy
- Managed Care
- Management of Health Information Systems

**Courses in the Public Health Core (36 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 601</td>
<td>Health Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MPH 602</td>
<td>U.S. Health Care System</td>
<td>4</td>
</tr>
<tr>
<td>MPH 603</td>
<td>Ethical and Political Issues in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>MPH 604</td>
<td>Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>MPH 605</td>
<td>Environmental Health</td>
<td>4</td>
</tr>
<tr>
<td>MPH 606</td>
<td>Methods of Research</td>
<td>4</td>
</tr>
<tr>
<td>MPH 607</td>
<td>Community Health Analysis</td>
<td>4</td>
</tr>
<tr>
<td>STAT 511</td>
<td>Introduction to Statistical Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MBA 541</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 530</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>

**Concentrations**

**Administration of Health Care Institutions (24 credits)**

The Administration of Health Care Institutions concentration is designed for persons who currently work or intend to work in organizations engaged in the administration of health and medical care. These include hospitals, clinics, medical practices, health maintenance organizations and voluntary or not-for-profit agencies engaged in health promotion, as well as organizations that support these care providers. The concentration includes study in the many areas of administration, finance, personnel, marketing and management. The certificate in Health Care Administration may be earned prior to completion of the M.P.H. degree. The courses are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 500</td>
<td>Accounting for Managers</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>MBA 500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 558</td>
<td>Service Management</td>
<td>2</td>
</tr>
<tr>
<td>MGMT 561</td>
<td>Marketing Concepts and Planning</td>
<td>2</td>
</tr>
<tr>
<td>MPH 608</td>
<td>Financial Planning in Health Care Organizations</td>
<td>2</td>
</tr>
<tr>
<td>MPH 610</td>
<td>Health Policy</td>
<td>4</td>
</tr>
<tr>
<td>MPH 623</td>
<td>Legal Aspects of Health Care Administration</td>
<td>2</td>
</tr>
<tr>
<td>MPH 668</td>
<td>Services Marketing</td>
<td>2</td>
</tr>
</tbody>
</table>

**Plus 6 hours of electives from this list:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 671</td>
<td>Managed Care Environment</td>
<td>2</td>
</tr>
<tr>
<td>MPH 672</td>
<td>Managed Care Impact on Care Delivery</td>
<td>2</td>
</tr>
<tr>
<td>MPH 679</td>
<td>Advanced Topics in Managed Care</td>
<td>2</td>
</tr>
<tr>
<td>MPH 681</td>
<td>Long-Term Care Settings</td>
<td>2</td>
</tr>
<tr>
<td>MPH 684</td>
<td>Populations Using Long-Term Care</td>
<td>2</td>
</tr>
<tr>
<td>MPH 686</td>
<td>Government Regulations in Health Care Industry</td>
<td>2</td>
</tr>
</tbody>
</table>

**Community Nutrition/ Dietetic Internship Program (20 credits)**

The community nutrition concentration is designed for persons who wish to become registered dietitians. Students must already have earned a Didactic Verification Statement from an American Dietetic Association (A.D.A.) approved
undergraduate nutrition program and be admitted to the Benedictine University Dietetic Internship in order to pursue the concentration. Following completion of the dietetic internship, the A.D.A. Registration Examination may be taken. The concentration is designed for persons whose career aspirations may include nutrition and health education, assessment, planning, program delivery, counseling, outcome evaluation and program administration. Persons with this M.P.H. concentration may be employed in community and care settings, among others. The internship in this concentration, MPH 689, must be taken for 10 credits.

**Health Education (24 credits)**

The Health Education concentration is designed for persons who participate in or lead health promotion activities in a variety of settings. Health educators are employed in health departments, health maintenance organizations, hospitals, employee assistance programs, voluntary organizations and social service agencies. Health educators engage in activities designed to change people's behavior to healthier ways of life. Health educators plan and manage strategies in prevention and promote health in the community through educational intervention.

**Disaster Management (24 credits)**

On September 11, 2001, the nation and the public health community was awakened to the need for public health professionals to take a proactive role in the management of disasters. This concentration is designed for the widest spectrum of health care professionals as well as officials in government, law enforcement and emergency services. It emphasizes the many skills necessary to prevent disasters from a health standpoint, assess risk, develop plans, communicate with various organizations and populations, act in accordance with established models and practices and aid in recovery.

**Health Policy (24 credits)**

The Health Policy concentration is designed for health care professionals who intend to work at the policy level. Health policy is developed at many different levels in health care organizations, professional organizations and in government. In all cases, it requires that the professional be able to assess the adequacy of current practices and to be able to recommend changes. Knowledge of the needs of society, the health professions, legal aspects of health care, cost effectiveness and
The Management of Health Information Systems concentration is designed for professionals who will be responsible for managing information resources and providing decision support in their organizations. In the field of public health and health care, these information needs are universal. Every organization collects, processes, interprets and communicates vast amounts of data. Governmental, organizational and scientific information needs are constantly changing. Professionals in the management of information systems in the public health and health care communities build on the broad-based interdisciplinary studies that are core to the field of public health. With faculty advising, students may tailor the M.I.S. concentration to their specific professional needs.

**Management of Health Information Systems (24 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 609</td>
<td>Cultural Context of Health Care in the U.S. (4)</td>
</tr>
<tr>
<td>MPH 610</td>
<td>Health Policy (4)</td>
</tr>
<tr>
<td>MPH 623</td>
<td>Legal Aspects of Health Care Administration (2)</td>
</tr>
<tr>
<td>MPH 688</td>
<td>Health Policy and Law (2)</td>
</tr>
<tr>
<td>MGMT 527</td>
<td>Funding and Grantsmanship (2)</td>
</tr>
<tr>
<td>MGMT 570</td>
<td>Human Resource Management Overview (2)</td>
</tr>
<tr>
<td>MIS 544</td>
<td>Systems Analysis and Design (4)</td>
</tr>
<tr>
<td>MIS 649</td>
<td>Advanced Topics in Health Information Systems (2)</td>
</tr>
<tr>
<td>Electives:</td>
<td>Two hours of graduate courses</td>
</tr>
</tbody>
</table>

**Public Health Internship (6 to 10 credits)**

The Public Health Internship, required in all concentrations, helps make good professionals even better. The interaction between preceptors and clients provides excellent practical application of the concepts studied in classes. Internship experiences may lead to meeting important contact persons with whom the graduate will interact throughout a professional career.

Sometimes an internship leads to a permanent job or referral to jobs elsewhere. The internship offers students the opportunity to gain practical experience and understanding of professional roles. The range of internship sites and projects is as varied as the students in the program. Experiences and settings will be selected to fit each student’s educational and career goals, work and personal schedules.

Benedictine University’s public health students are welcomed by businesses, governmental bodies, professional organizations, health care providers and social service agencies. Although most internships are served in the metropolitan Chicago area, internship sites may be arranged elsewhere.
Certificate Programs

In addition to the M.P.H. and dual degree options, the program offers certificates in Administration of Health Care Institutions and Disaster Management. These certificates provide the opportunity for career development for professionals who have completed undergraduate degrees but may not wish to commit to a graduate degree. The certificates can be completed without application or admission to a degree program.

Administration of Health Care Institutions

This certificate is designed to help providers, payers, medical suppliers, human resource managers and managers of health care to succeed in the evolving health care environments. The courses are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 558</td>
<td>Service Management (2)</td>
</tr>
<tr>
<td>MGMT 561</td>
<td>Marketing Concepts and Planning (2)</td>
</tr>
<tr>
<td>MPH 608</td>
<td>Financial Planning in Health Care Organizations (2)</td>
</tr>
<tr>
<td>MPH 623</td>
<td>Legal Aspects of Health Care Administration (2)</td>
</tr>
<tr>
<td>MPH 668</td>
<td>Health Services Marketing (2)</td>
</tr>
</tbody>
</table>

Plus 6 hours from the following:

- MPH 671 Managed Care Environment (2)
- MPH 672 Managed Care Impact on Care Delivery (2)
- MPH 679 Advanced Topics in Managed Care (2)
- MPH 681 Long-Term Care Settings (2)
- MPH 684 Populations Using Long-Term Care (2)
- MPH 686 Government Regulations in the Health Care Industry

Disaster Management

Recent events have revealed the need to develop and upgrade the nation’s public health infrastructure and to include disaster management as an important part of public health departments. Benedictine University’s Certificate in Disaster Management is one of only a few such programs in the country.

This program will enable health care professionals, emergency workers, government and law enforcement officials, among others, to work together to plan effectively for natural and manmade disasters. Using conceptual and real life approaches, seasoned professionals in the field will train students to assess risk, plan, communicate with professionals and laymen, mitigate risk and improve disaster response and recovery.

- MPH 650 Principles of Emergency and Disaster Management (2)
- MPH 651 Infrastructure of Disaster Management (4)
- MPH 652 Hazard Vulnerability Assessment (2)
- MPH 653 Natural and Manmade Disasters (2)
- MPH 654 Psychology and Sociology of Disasters (2)
- MPH 655 Critical Analysis of Issues and Problems (4)
Dual Degree Programs

Master of Business Administration/M.S. in Management Information Systems

The M.B.A./M.S.M.I.S. dual degree combines the comprehensive business core of the M.B.A. with the in-depth technical expertise in information systems provided by the M.I.S. courses. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.B.A./M.S.M.I.S. program requires 96 credits.

M.B.A./M.I.S. core
(76 credits)

MBA 500 Financial Accounting (4)
MBA 510 Economics (4)
MBA 520 Managing in a Complex Environment (4)
MBA 530 Organizational Behavior (4)
MBA 541 Business Statistics (4)
MBA 601 Managerial Accounting (4)
MBA 611 Managerial Economics (4)
MBA 630 Operations Management (4)
MBA 651 Financial Management (4)
MBA 661 Marketing Management (4)
MBA 671 Strategic Management (4)
MIS 543 Computer Programming (4)
MIS 545 Computer Organization and Architecture (4)
MIS 546 Systems Analysis and Design (4)
MIS 674 Database Management Systems (4)
MIS 677 Knowledge-Based Systems (4)
MIS 681 Network Planning (2)
MIS 682 Network Design (2)
MIS 683 Project Management (2)
MIS 684 Application Development Methodologies (2)
MIS 689 Strategic Information Technology Management (4)

M.B.A./M.I.S. Electives
M.I.S. electives (16 credits)
M.B.A. electives (4 credits)

Master of Business Administration/M.S. in Management and Organizational Behavior

The M.B.A./M.S.M.O.B. dual degree combines the comprehensive business core of the M.B.A. with the strong people and organizational focus of the M.S.M.O.B. program. Students have sufficient elective courses to earn a concentration in any of the areas available in the M.B.A. program or to continue study in the M.O.B. area. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.B.A./M.S.M.O.B. Program requires 96 credits.

M.B.A./M.O.B. core
(60 credits)

MBA 500 Financial Accounting (4)
MBA 510 Economics (4)
MBA 520 Managing in a Complex Environment (4)
MBA 530 Organizational Behavior (4)
MBA 541 Business Statistics (4)
MBA 601 Managerial Accounting (4)
MBA 611 Managerial Economics (4)
MBA 630 Operations Management (4)
MBA 641 Information Technology Management (4)
MBA 651 Financial Management (4)
MBA 661 Marketing Management (4)
MBA 671 Strategic Management (4)
MGMT 521 Career and Human Resource Planning (2)
MGMT 591 Contemporary Trends in Change Management (1)
MGMT 612 Methods of Organizational Research (4)
MGMT 634 Strategy, Structure and Decision Making (4)

M.B.A./M.O.B. Electives
M.O.B. concentration (12 credits)
M.B.A. electives (minimum of 12 credits)
Other electives (12 credits)
Master of Education/M.S. in Management and Organizational Behavior

The M.Ed./M.S.M.O.B. dual degree combines educational preparation in the areas of leadership and administration in the schools with a comprehensive course of study of management and organizational principles that transcend the professional fields. The dual degree program requires application and admission to each program and the completion of all requirements for both degrees. The M.Ed. degree requires Illinois state teacher certification and a minimum of two years’ classroom experience for admittance into the program. The M.Ed./M.O.B. program requires 56 semester-hours or 96 quarter-hours.

M.Ed./M.O.B. core
(56 semester-hours/96 quarter-hours; EDUC credits in paranethoses are semester-hours; MGMT credits are quarter-hours)

EDUC 501 Organization and Administration of the Schools (2)
EDUC 509 School Law (2)
EDUC 511 School Finance (2)
EDUC 516 Adult Learning Strategies (1)
EDUC 517 Introduction to Technology (1)
EDUC 518 Survey of Instructional Technology (1)
EDUC 522 Ethics and Social Responsibility in Management (1)
EDUC 548 Issues and Trends in School Improvement (2)
EDUC 552 Leadership (1)
EDUC 557 Organizational Culture (1)
EDUC 573 Performance Appraisal (1)
EDUC 581 Team Building (1)
EDUC 582 Conflict Management (1)
EDUC 583 Organizational Assessment (1)
EDUC 584 Strategies for Change (1)
EDUC 591 Family, School and Community (3)
EDUC 592 Managing Diversity (1)
EDUC 615 Curriculum Development and Evaluation (3)
EDUC 650 Leadership and Motivation (3)
EDUC 680 Seminar/Administrative Internship (3)
MGMT 500 Accounting for Managers (4)

MGMT 521 Career and Human Resource Planning (2)
MGMT 522 Ethics and Social Responsibility in Management (2)
MGMT 530 Organizational Behavior (4)
MGMT 532 Organization Development (4)
MGMT 540 Data Processing and Management (4)
MGMT 591 Contemporary Trends in Change Management (1)
(MGMT 612 Methods of Organizational Research (4)
MGMT 634 Strategy, Structure and Decision Making (4)
MGMT 671 Strategic Management (4)
(MGMT 612 Methods of Organizational Research (4)
STAT 511 Introduction to Statistical Analysis (4)
M.S. in Management
Information Systems/
M.S. in Management and
Organizational Behavior
The M.S.M.I.S./M.S.M.O.B. dual degree combines the in-depth technical expertise in information systems provided by the M.I.S. requirements and the people and organizational focus of the M.S.M.O.B. program. Students have sufficient elective courses to earn a concentration in any of the areas available in the M.I.S. program or to continue study in the M.O.B. area. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.S.M.I.S./M.S.M.O.B. program requires 96 credits.

M.S.M.I.S./M.S.M.O.B. core
(58 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MIS 543</td>
<td>Computer Programming</td>
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<td>MIS 545</td>
<td>Computer Organization and Architecture</td>
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<td>MIS 546</td>
<td>Systems Analysis and Design</td>
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<td>MIS 674</td>
<td>Database Management Systems</td>
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<td>MIS 681</td>
<td>Network Planning</td>
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<td>Network Design</td>
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<tr>
<td>MIS 683</td>
<td>Project Management</td>
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<td>MIS 684</td>
<td>Application Development</td>
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<td>MIS 677</td>
<td>Knowledge-Based Systems</td>
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<td>MIS 689</td>
<td>Strategic Information Technology Management</td>
<td>4</td>
</tr>
<tr>
<td>STAT 511</td>
<td>Introduction to Statistical Analysis</td>
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</table>

or

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<tr>
<td>MBA 541</td>
<td>Business Statistics</td>
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<tr>
<td>MGMT 500</td>
<td>Accounting for Managers</td>
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<td>MGMT 521</td>
<td>Career and Human Resource Planning</td>
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<td>MGMT 530</td>
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<td>MGMT 591</td>
<td>Contemporary Trends in Change Management</td>
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<td>MGMT 612</td>
<td>Methods of Organizational Research</td>
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<tr>
<td>MGMT 634</td>
<td>Strategy, Structure and Decision Making</td>
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</table>

Electives (38 credits)
M.O.B. concentration (12 credits)
M.I.S. electives (16 credits)
Electives (10 credits)

Master of Public Health/ Master of Business Administration
The M.P.H./M.B.A. dual degree option adds to any administration concentration of the M.P.H. program the comprehensive business core of the M.B.A. program. This option requires application and admission to each program and the completion of all requirements for both degrees. The M.P.H./M.B.A. program results in both the M.P.H. and the M.B.A. degrees and requires 96 credits. A concentration in Administration of Health Care Institutions is available in this dual degree program. The Managed Care certificate can also be earned as part of the program.

M.P.H./M.B.A. core
(82 credits plus Health Care Administration Concentration on next page)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MPH 601</td>
<td>Health Behavior</td>
</tr>
<tr>
<td>MPH 602</td>
<td>U.S. Health Care System</td>
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<tr>
<td>MPH 603</td>
<td>Ethical and Political Issues in Public Health</td>
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<tr>
<td>MPH 604</td>
<td>Epidemiology</td>
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<tr>
<td>MPH 605</td>
<td>Environmental Health</td>
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<tr>
<td>MPH 606</td>
<td>Methods of Research in Public Health</td>
</tr>
<tr>
<td>MPH 607</td>
<td>Community Health Analysis</td>
</tr>
<tr>
<td>MPH 690</td>
<td>Supervised Field Internship in Public Health</td>
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<tr>
<td>MBA 500</td>
<td>Financial Accounting</td>
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<tr>
<td>MBA 510</td>
<td>Economics</td>
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<tr>
<td>MBA 520</td>
<td>Managing in a Complex Environment</td>
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<td>MBA 530</td>
<td>Organizational Behavior</td>
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<td>MBA 541</td>
<td>Business Statistics</td>
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<td>MBA 601</td>
<td>Managerial Accounting</td>
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<td>MBA 611</td>
<td>Managerial Economics</td>
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<td>MBA 630</td>
<td>Operations Management</td>
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<td>MBA 641</td>
<td>Information Technology Management</td>
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<tr>
<td>MBA 651</td>
<td>Financial Management</td>
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<tr>
<td>MBA 661</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>MBA 671</td>
<td>Strategic Management</td>
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</tbody>
</table>
Health Care Administration Concentration

(M.P.H./M.B.A. core plus 14 credits)

Required (4 credits):
- MPH 608 Financial Planning in Health Care Organizations (2)
- MPH 623 Legal Aspects of Health Care Administration (2)

Electives (10 credits):
If the managed care certificate is desired, selections must include MPH 671 and MPH 672.
- MGMT 558 Service Management (2)
- MGMT 570 Human Resource Management Overview (2)
  or
- MGMT 535 Strategic Management for Small Organizations (2)
- MGMT 635 Business Process Redesign (2)
- MPH 668 Health Services Marketing (2)
- MPH 671 Managed Care Environment (2)
- MPH 672 Managed Care Impact on Care Delivery (2)
- MPH 679 Advanced Topics in Managed Care (1-2)
- MIS 648 Information Management in Health Care (2)
- MIS 649 Advanced Topics in Health Information Systems (2)
- MIS 650 Issues in Health Information Systems (2)

Other electives: any graduate-level courses (4)

Master of Public Health/M.S. in Management Information Systems

The M.P.H./M.S.M.I.S. dual degree option prepares graduates for management of information technology in the administration of health care services. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.P.H./M.S.M.I.S. program requires 94 credits.

M.P.H./M.S.M.I.S. core (78 credits)
- MPH 601 Health Behavior (4)
- MPH 602 U.S. Health Care Systems (4)
- MPH 603 Ethical and Political Issues in Public Health (4)
- MPH 604 Epidemiology (4)
- MPH 605 Environmental Health (4)
- MPH 606 Methods of Research in Public Health (4)
- MPH 607 Community Health Analysis (4)
- MPH 610 Health Policy (4)
- MPH 690 Supervised Field Internship in Public Health (6)
- MIS 543 Computer Programming (4)
- MIS 545 Computer Organization and Architecture (4)
- MIS 546 Systems Analysis and Design (4)
- MIS 648 Information Management in Health Care (2)
- MIS 649 Advanced Topics in Health Information Systems Management (2)
- MIS 674 Database Management Systems (4)
- MIS 681 Network Planning (2)
- MIS 682 Network Design (2)
- MIS 683 Project Management (2)
- MIS 684 Application Development Methodologies (2)
- MIS 689 Strategic Information Technology Management (4)
- MBA 541 Business Statistics (4)
  or
- STAT 511 Introduction to Statistics (4)
- MGMT 530 Organizational Behavior (4)

Electives
MIS electives (16 credits)

Master of Public Health/M.S. in Management and Organizational Behavior

This M.P.H./M.S.M.O.B. dual degree program enhances the M.P.H. curriculum with coursework focusing on organizational management and human resource skills. This option requires application and admission to each degree program and the completion of all requirements for both degrees. The M.P.H./M.S.M.O.B. program results in both the M.P.H. and M.S.M.O.B. degrees and requires 96 credits.
M.P.H./M.S.M.O.B. core (64 credits)

MPH 601 Health Behavior (4)
MPH 602 U.S. Health Care System (4)
MPH 603 Ethical and Political Issues in Public Health (4)
MPH 604 Epidemiology (4)
MPH 605 Environmental Health (4)
MPH 606 Methods of Research in Public Health (4)
or
MGMT 612 Methods of Organizational Research (4)

MPH 607 Community Health Analysis (4)
MPH 690 Supervised Field Internship in Public Health (6)

STAT 511 Introduction to Statistical Analysis (4)
or
MBA 541 Business Statistics (4)

MGMT 500 Accounting for Managers (4)
MGMT 521 Career and Human Resource Planning (2)
MGMT 522 Ethics and Social Responsibility in Management (2)
MGMT 530 Organizational Behavior (4)

MGMT 540 Data Processing and Management (4)
or
MBA 641 Information Technology Management (4)

MGMT 591 Contemporary Trends in Change Management (1) (two classes needed)
MGMT 634 Strategy, Structure and Decision Making (4)

MGMT 671 Strategic Management (4)

Electives (10 credits):
If the Managed Care Certificate is desired, selections must include MPH 671 and 672.

MPH 668 Health Services Marketing (2)
MPH 671 Managed Care Environment (2)
MPH 672 Managed Care Impact on Care Delivery (2)
MPH 679 Advanced Topics in Managed Care (1-2)
MIS 546 Systems Analysis and Design (4)
MIS 648 Information Management in Health Care (2)
MIS 649 Advanced Topics in Health Information Systems Management (2)

MGMT 558 Service Management (2)

MGMT 570 Human Resource Management Overview (2)
or
MGMT 535 Strategic Management for Small Organizations (2)

MGMT 635 Business Process Redesign (2)

Other electives: any graduate-level courses (8)

Health Education Concentration (32 credits)

Required (16 credits):

MPH 609 Cultural Context of Health Care in the U.S. (4)
MPH 610 Health Policy (4)
MPH 616 Stress Management (4)
MPH 632 Public Health Education Methods (4)

Electives (select 16 credits from the following):

MPH 612 Nutrition and Public Health (4)
MPH 618 Alcohol Abuse (4)
MPH 619 Drug Abuse (4)
MPH 602 Nutrition in Women’s Health (2)
MPH 684 Populations Using Long-Term Care (2)
MGMT 575 Employee Assistance Programs (2)

Health Care Administration Concentration (32 credits)

Required (6 credits):

MPH 604 Financial Planning in Health Care Organizations (2)
MPH 610 Health Policy (4)
MPH 623 Legal Aspects of Health Care Administration (2)
MGMT 561 Marketing — Concepts and Planning (2)